Arizona Department of Education
Early Childhood Education

FY12 First Things First Pre-Kindergarten Scholarship Grant Guidance Manual

Arizona Department of Education, Early Childhood Education

FIRST THINGS FIRST

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OVERVIEW

First Things First (FTF), approved by Arizona voters, works to ensure that our youngest children have access to quality early childhood experiences so they will start school healthy and ready to succeed. Across the state, FTF regional partnership councils – in collaboration with local leaders – identify the educational and health needs of children from birth through age five in their communities and fund strategies to address those needs.   More information about First Things First may be found at: www.azftf.gov

Every young child in Arizona should have equal opportunity for high quality early care and education that promotes their social, emotional, cognitive and physical development. Neuroscientists, economists and educators are aligned in identifying that early care and education beginning at birth as an investment that pays dividends as children enter kindergarten and move through the early elementary grades, transition to college and career, and become adult citizens in their community. Families that choose early care and education programs for their children do so for a variety of reasons, and should have options for programs that are high quality; provide choices for part-day or full-day, part-year or full-year; available where families live and work; and, are affordable and within reach of family budgets.

First Things First has identified a need to increase the number of children who receive high quality early care and education services in order to improve young children's success in school and beyond. High quality early childhood services have been strongly linked to both academic and life skills success among children. Research shows that children who come from families with several risk factors show the most gain from access to high quality early childhood programs. This strategy addresses the identified need by allocating funds for the provision of high quality, early care and education in a center or classroom based setting. Funding will support programming for those children who may not otherwise have access to high quality early care and education during the two years prior to their kindergarten entry by either increasing the number of hours children participate in a high quality program or by increasing the number of children who can be served.

The Arizona Department of Education (ADE), Early Childhood Education (ECE) Section shall serve as the Administrative Home for the First Things First Pre-Kindergarten Scholarship Grant.

Mixed Delivery System
The mixed delivery system is defined as a collaborative partnership between a Local Education Agency (LEA) and a community based program with the purpose of establishing a relationship that fosters a seamless system of early care and education. Inherent in the mixed delivery system strategy is the principle that all families have the right to access a high quality early childhood program regardless of income, children's abilities or other factors. In utilizing a mixed delivery system, families have access to a wide array of program types, including public school programs as well as private, for-profit programs, and non-profit programs (whose personnel and/or programming are not funded by a public school entity). The LEA shall conduct outreach with the various local early childhood education providers in the community for the purpose of including them in the provision of services under this funding. A specific minimum percentage of funding must be made available to community-based providers as contractually required and may be increased incrementally to reflect deeper investments in the mixed service delivery model.

GRANT ADMINISTRATION

Proposals
LEAs whose regional councils offer this funding opportunity and who wish to participate in the strategy, will need to submit a proposal that outlines the number of children they *propose* to serve, as well as their service opportunities (full day or part day and number of months) for the upcoming school year. Using the funding formula, the LEA allocation will be determined as well as the percentage of funding that will be added to their requested allocation as pass-through funding for their required community partners. Community partner funding will be calculated at a minimum of 10 months of service unless otherwise indicated by the LEA on the proposal form.

Proposals are submitted via email to the Arizona Department of Education (ADE), Early Childhood Education (ECE) office at ECEinbox@azed.gov .

Allocations will be dependent on available funding. Funding will be distributed based on the districts/charters who submit proposals for the upcoming fiscal year funding. All interested districts/charters will be scored using the *LEA Scoring Rubric* (See Appendix A) to determine if their program is eligible for participation for the upcoming fiscal year.

Award Letters
Award letters will be sent via email prior to applications being available in the Grants Management System. The award letter will indicate the LEA funding and the community partner funding which combined will equal the total funding awarded.

Allocations
Allocations are based on the number of slots (full time or part time) and number of months of service (9, 10, 11, 12), that are submitted in the proposal. Total funding is limited to the formula cost per child (to be reviewed annually) and will be computed as follows:

Length of Service Day	Months of Program	Monthly per Child Rate	Annual per Child Rate
Full Day	12 Months (Full Year)	$600	$7,200
Full Day	9 Months	$600	$5,400
The monthly per child rate of $600 per month will be used as a basis for prorating the formulas for full day programs that are 10 or 11 months in length.			
Part Day	12 Months (Full Year)	$300	$3,600
Part Day	9 Months	$300	$2,700
The monthly per child rate of $300 per month will be used as a basis for pro-rating the formulas for part day programs that are 10 or 11 months in length.			

Total funding allocations will be determined by **combining district/charter funding** (number of slots x full day or part day rate x months) with **community partner funding** (specified % of district funding that reflects number of slots x full day or part day rate x months) **which together will equal your total funding allocation.**

District/Charter Funding **+** *Community Partner Funding* **=** *Total Funding Allocation*

Community partner funding is pass-through funding and will be dispersed to community partners in its entirety by the LEA in accordance with ADE's payment schedule.

Potential Community Partner Interest Forms
Community partner programs will need to attend one of the ADE/ECE scheduled <u>Initial</u> <u>Information Meetings</u> and submit an *Interest Form* if they wish to be considered for partnership by the participating LEAs. *Only programs who submit Interest Forms by the set deadline will be considered for partnership.* All interested potential partners will be scored using the *Potential Community Partner Scoring Rubric* (See Appendix C) to determine if their program is eligible for participation for the upcoming fiscal year. LEAs will schedule a site visit with the potential community partners. Using the rubric and information gained through the site visit the LEA will then conduct the established procurement process within their district/charter to clearly rank programs and to select partners for the upcoming fiscal year.

All interested programs will receive a letter from ADE/ECE that indicates if they were selected for partnership with an LEA. Those who are not selected will receive copies of their scores based on the rubric and site visit to allow for changes to be made prior to the next partnering opportunity.

Programs that were selected for partnership will receive a contract, or other signed agreement from the LEA to formally establish the partnership for the fiscal year.

Application Process
First Things First Pre-Kindergarten Scholarship Grant applications must be submitted electronically through the ADE Grants Management System. The application deadline date will be June 30th unless otherwise indicated in the Award Letter that is sent to LEAs who submitted proposals.

To access the Grants Management System:

- Go to the Arizona Department of Education website at www.ade.az.gov
- Click on **Common Logon** (in the upper right hand corner)
- Enter your **Common Logon User Name and Password**
- Select **Grants Management** from the Common Logon Application Menu
- Once on the Grants Management Home Page click **Apply Online Application**
- Click **Create New Application**
- **Select radial button** next to the FTF Pre-Kindergarten Scholarship Grant for your specific region
- Click **Continue**
- Click **Create New Application**

Budget Requirements
The ADE Budget Report in the FTF Pre-Kindergarten Scholarship Grant application includes acceptable categories of expenditures for FTF Pre-K Expansion & Collaboration funds. For more information, LEAs should refer to the Uniform Systems of Financial Records (USFR) Chart of Accounts, Section III-E-2.1 thorough III-E.3.9 or the Uniform Systems of Financial Records for Charter Schools (USFRCS). Updates to the FTF Pre-Kindergarten Scholarship Grant customized USFR Chart of Accounts version will be made as needed and posted on the ADE Early Childhood website. (See Appendix D) www.ade.az.gov/earlychildhood

Acceptable expenditure categories include:

- 1000 Instruction
- 2100, 2200. 2600, 2700, 2900 Support Services
- 2300, 2400, 2500, 2800 Support Services – Administration
- 3000 Operation of Non-Instructional Services

Additional guidelines:

- **Administration** (2300, 2400, 2500) **may not exceed 5%** of the total allocation awarded [A.R.S. 15-1251 (C) (8)].
- *Indirect costs may not be included* in state funded grants.
- **Out of state travel may not be included** in the FTF Pre-Kindergarten Scholarship Grant.
- Capital outlay may be budgeted if justification for expenditures is included where specified on the FTF Pre-Kindergarten Scholarship Grant application. All capital outlay expenditures must be itemized on the Capital Outlay description page of the electronic application. The USFR and USFRCS indicate that *capital expenditures include those that have a useful life of one year or more regardless of the dollar amount.*
- Startup costs are recognized as a potential expense during a program's **first year** of programming. Up to **20%** of the total allocation awarded may be budgeted for startup costs and activities. No additional funding is provided.
- Up to **5%** of total allocation awarded may be used for startup costs in **subsequent grant years** but only under justifiable circumstances (e.g. a classroom must be moved to another campus, etc.)

Fiscal Funding
Funding will be distributed by ADE to the LEA monthly over the length of the program. It is the LEA's responsibility to ensure that community partners are paid in accordance with ADE's payment schedule. Amounts paid to the community partners are non-negotiable and follow the same formula that is used to determine the district portion of the awarded funding.

Allowable Expenditures
Allowable expenditures for the FTF Pre-Kindergarten Scholarship Grant funds must advance a *high quality* educational program for preschool and promote academic achievement using *developmentally appropriate practices*. FTF Pre-Kindergarten Scholarship Grant funds may be expended for the general and specific purposes listed.

- Meet and maintain developmentally appropriate practices in early childhood programs as set forth in the Program Guidelines for High Quality Early Education: Birth through Kindergarten (3rd Edition).
- Meet and maintain programming that clearly aligns with the Arizona Early Learning Standards.
- Meet and maintain national accreditation standards for preschool programs.

- Meet and maintain Arizona Department of Health Services licensure requirements for early care facilities.
- Provide opportunities for family engagement.

***Comprehensive Services*:**

FTF Pre-Kindergarten Scholarship Grant funds may be used to provide comprehensive services to enrolled children in the following ways:

- Healthy snacks or meals as program dictates and otherwise not funded.
- Transportation: Funds may be used to provide children enrolled in the program transportation to/from the school/program site and/or transportation for field trips.
- Supplies for parent educational experiences (workshops, parent nights, etc.) are allowable expenses.
- To fund or support funding of operational costs such as salary, employee related expenses (i.e. taxes, benefits), supplies and equipment and other business expenses directly related to the program for the qualifying children.

***Enrichment*:**

FTF Pre-Kindergarten Scholarship Grant funds may be used to provide children educational enrichment experiences and opportunities both off and on school grounds (e.g. field trip to local library to obtain library card, on site visit by children's author and illustrator to work with students).

Amendments

LEAs must electronically submit an amendment through the ADE Grants Management System, for fiscal and/or programmatic changes. Expenditures for line items not approved on the original application **must have prior approval**. *Approval is obtained by submitting an amendment through the grants management system.*

Fiscal amendments to the budget must be made when the anticipated expenditures will exceed the budgeted line item by 20% or $1000 (whichever is greater).

Amendments may be submitted throughout the year. The deadline date for submittal of all amendments is 90 days prior to the project end date. An email will be sent to remind you of this deadline.

All information listed on the FTF Pre-Kindergarten Scholarship Grant application must be kept current. If there are programmatic changes, the information should be updated by submitting an amendment to include changes and updates. The information you provide on the contact page is used to send program updates, information and correspondence. It is the LEA's responsibility to keep the information current.

Entering Ongoing Progress Monitoring (OPM) Data

All programs participating in this funding opportunity shall use the OPM data collected to document children's achievement using the Arizona State Board of Education approved instrument *Teaching Strategies GOLD*.

ALL programs (LEAs *and* their community partners) receiving this funding are required to enter student data in the *Teaching Strategies GOLD* Online system for all participating children. Programs will need to ensure that all children have the required on-line subscription necessary to use the tool.

Starting the fall of fiscal year 2012, districts will no longer be required to upload preschool assessment data to the Student Accountability Information System (SAIS). ADE will now export this data directly from Teaching Strategies GOLD online. This requires that all programs (including community partner programs) have data entered and finalized for every child by three "checkpoint" dates. For more information please go to www.teachingstrategies.com.

Checkpoint dates for 2011-2012:

Season/Start Date	Date to begin collecting observations and entering documentation in GOLD Online	Checkpoint Date (Date by which teachers must finalize ratings for all areas in GOLD Online)
Fall	1st day of program	October 14
Winter	On-going	February 10
Spring	On-going	June 30
*Children entering program at various dates during the year	During evaluation or intake process	As soon as possible but no later than 45 days from start date, then continue with schedule above

Training in appropriate use of the child assessment tool is required for all staff not previously trained on the approved instrument. For training opportunities please go to www.ade.az.gov/onlineregistration/.

Monthly Data and Narrative Reports

Programs receiving FTF Pre-Kindergarten Scholarship Grant funds will be required to submit monthly Data and Narrative reports to ADE/ECE that reflect the following:

- outreach, recruitment and retention activities
- successes and challenges
- program outcomes, goals and objectives
- curriculum alignment with Arizona State Standards
- documentation that supports the implementation of the ECQUIP process as well as plans for program improvement

Community partner programs reports will be due on the 5th day of each month to the LEA(s) they are partnering with.

LEA reports will be due on the 10th day of each month to ADE/ECE. The first report for each funding year will be due on August 10th of the current fiscal year and the final report due July 10th after the completion of the program. A template will be provided via email and is available on the ECE website at www.ade.az.gov/earlychildhood .

Completion Reports
A completion report is an end of the year financial report that will be completed by the LEA's financial department.

Completion Reports must be submitted electronically through the ADE Grants Management System **no later than 45 days** after the end of the project.

- There are **no carry-over funds** for state grants.

- Funds not expended by the LEA, or their community partners, during the fiscal year for which they were allocated must be returned to the ADE Accounting Office by the date listed on the LEA's Completion Report Approval Notice. Failure to comply will result in ineligibility for future funding opportunities through this grant until the funds have been returned.

Reporting Dates for the FTF Pre-Kindergarten Scholarship Grant

Community Partner Programs *Submit all reports to the LEA you are partnering with.*		LEA Programs *After compiling partner information with LEA information submit reports to ADE/ECE.*	
Program Month	*Date Reports Due*	*Program Month*	*Date Reports Due*
July	August 5th	July	August 10th
August	September 5th	August	September 10th
September	October 5th	September	October 10th
October	November 5th	October	November 10th
November	December 5th	November	December 10th
December	January 5th	December	January 10th
January	February 5th	January	February 10th
February	March 5th	February	March 10th
March	April 5th	March	April 10th
April	May 5th	April	May 10th
May	June 5th	May	June 10th
June	July 5th	June	July 10th

PROGRAM REQUIREMENTS

Mixed Delivery System
As described in the overview, the mixed delivery system is based on methods by which early care and education programs work collaboratively to provide **high quality** services to preschool age children in various settings. Financing early childhood education programs through a mixed service delivery model ensures that sufficient resources and standards are in place to support high quality through coordinated community efforts. A true mixed delivery system requires equal and equitable access to programs and funding across early care and education settings including public schools, Head Start programs, tribal programs, for-profit and non-profit preschools or centers, and faith-based programs. A mixed delivery system offers parents a choice as to where their children receive quality early childhood experiences. A mixed delivery system includes:

- Developing and implementing a written plan outlining how the program will create financial and non-financial partnerships with other provider types in the region. (A copy of the written plan and the implementation status is submitted to ADE and is available during on-site monitoring visits).

- Designating that a specific percentage of funding must be made available to community-based providers as contractually required and may be increased incrementally to reflect deeper investments in the mixed service delivery model. (Pass through funding is based on percentages set by the Regional Partnership Councils.)

- Ensuring opportunities for collaboration and coordination, each participating school district will attend meetings and workgroups in the region being served to identify, develop, and implement mechanisms around coordination and collaboration

In the event that no community-based providers are available to partner with the participating LEA, the LEA shall obtain a waiver and approval from ADE.

Criteria for Participation
Programs and their community partners must meet the following criteria in order to participate in this funding opportunity:

Each preschool site/program listed on the application must be licensed (prior to serving children) by Arizona DHS. In addition, each preschool site/program must also satisfy ***AT LEAST ONE*** of the following requirements:

- enrolled as a Quality First participant and actively working toward quality improvement **OR**,
- accredited by one of the six national accreditations recognized by ADE and DES **OR**
- have applied for Quality First Improvement and does not decline an opportunity to participate.

Programs should be ready or near ready (see below) to provide services to children upon application. This is not intended to be used for major construction or renovation projects.

Programs with an existing infrastructure requiring minimal startup capital are targeted for this funding.

Implementation of Services
Programs participating in this funding are expected to be licensed prior to submitting the funding proposal. If a new program is seeking to participate in this funding an exception may be made if it is anticipated that licensing will be obtained by October of the current fiscal year in order to provide a minimum of 9 months of programming.

Programs in their **first year** of funding will have **60 days** to become *fully operational*.

Programs that are in **subsequent funding years** will have **30 days** to become *fully operational*.

Fully operational is defined as having the **specified number of children**, based on LEA or community partner allocation, **enrolled and participating** in the identified program activities.

LEAs and community partners will establish a waiting list to ensure that all programs maintain full enrollment and will enroll new students as slots become available.

Funding
To be eligible for funding, *classrooms* MUST be located within the FTF Region providing the grant opportunity.

Total regional funding is determined by the Regional Partnership Councils. Funding is then distributed by ADE/ECE based on the proposals that are submitted by interested LEAs. There is no guarantee that interested LEAs will receive all funding requested in their proposal. ADE/ECE is tasked with distributing funding to eligible programs in an equitable fashion. Total funding is limited to the formula cost per child (to be reviewed annually). For further detail please see "Allocations" on page 4 of this manual.

Startup Costs
Startup costs are recognized as a potential expense during a program's **first year** of expansion. Up to **20%** of the total allocation awarded may be budgeted for startup costs and activities. No additional funding is provided.

Up to **5%** of total allocation awarded may be used for startup costs in **subsequent grant years** but only under justifiable circumstances (e.g. a classroom must be moved to another campus, etc.)

Startup costs may include but are not limited to the following:
- minor repairs or alterations necessary to maintain safe operations
- minor repairs or alterations necessary to maintain licensure requirements
- classroom equipment
- staff recruitment and marketing

Leverage Funding
Programs must leverage other funds at a minimum of 20% of the total cost of services. The match funding must be detailed in the grant application.

- Leverage funds may be provided in cash or through in-kind contributions, fairly evaluated, and may consist of, but are not limited to:
  - building space
  - IDEA Part B funding
  - Title I
  - Migrant Funds
  - Child and Adult Care Food Program (CACFP) funds
  - National School Lunch Program
  - other state, tribal or federal dollars

*Providing a full range of high quality early childhood services requires both appropriate funding levels as well as significant leveraging of program resources therefore, programs may braid funding in order to provide quality preschool services to the maximum number of eligible children **but shall not supplant any current funding source.***

Any capital that involves renovation or construction will require a 50% match of allowable matching funds.

Parent Contributions
Parent contributions toward the cost of early childhood education are not to exceed 10% of the gross family income.

If approved by the Regional Council "Hardship Participation" may be accepted in lieu of a monetary payment. Hardship Participation is defined as time or services donated to the program to meet the parental contribution toward the cost of their child's early childhood education.

Program Hours
Programs operating under this funding are required to enroll children for a minimum number of hours per day, a minimum number of days per week and for a minimum number of program days per year.

- Children may be enrolled in either a full day or part day of service based on the following definitions and requirements:

  - **A full day of service** for children is defined as **28 hours or more over a minimum of 4 days per week**.

  - **A part day of service** for children is defined as **no less than 12 hours over a minimum of 3 days per week.**

    *A two day a week program does not meet the requirements of this grant.

- Program services must be provided for **a minimum of 9 months**.

Attendance

Children's consistent attendance leads to maximum learning opportunities; therefore, attendance policies must support consistency and ongoing participation.

- Programs must put policies in place to determine when a child shall be excluded from participation due to non-attendance.

- These policies must be in writing and given to the families at the time of enrollment.

- Programs must document all decisions regarding children's continued participation.

Student Enrollment and Eligibility

Enrollment and eligibility requirements are intended to ensure that services under this grant funding increase children's access to high quality early care and education. Programs are required to demonstrate that children served are eligible to participate by obtaining documentation of age of child, family income, and proof of the child's legal residency.

- **Age Requirements** - children shall be at least 3 years of age before September 1st (no exceptions) and not yet eligible for kindergarten (no exceptions) of the program year. Appropriate documentation, such as a birth certificate must be presented at the time of registration to determine if the child's eligibility. A copy of the birth certificate must be maintained in the child's file and will be available when requested by ADE/ECE staff and during monitoring.

- **Household Income** – Household income is at or below 200% of the Federal Poverty Level (FPL) unless otherwise specified by the Regional Partnership Council. (Poverty is defined as family income at or below 100%; low-income is defined as income at or below 200% of FPL.)

    o Programs will verify the families' gross monthly income by reviewing documentation presented by the family. Acceptable documentation of income may include current pay stubs; written, notarized statement from employer; documentation of current receipt of unemployment insurance; documentation of receipt of public assistance such as KidsCare, or Food Stamps; eligibility for the Free and Reduced Lunch Program; gross income as listed on the most current Federal Individual Tax Form 1040, Form 1099, or W2. (If self-employed at least one of the tax forms is required.)

    o Copies of the documentation that establishes income eligibility will be maintained in a separate, locked file and available when requested by ADE/ECE staff and during monitoring.

    o Financial Enrollment Requirements – child must meet all requirements listed below:

        ➢ Children participating may not be receiving duplicate programming through other funding available from State, Federal or Tribal sources such as: Department of Economic Security (DES) child care subsidy, Title I,

Special Education Programs, Head Start or FTF childcare scholarships. *Children eligible for these resources but who are currently on waiting lists for these programs are eligible to participate. A child receiving part-time, non-pre-k program funding from DES or FTF child care scholarships are eligible to receive part-time pre-k program funding.*

- **Proof of Child's Legal Residency** – (See Appendix E)

*Open enrollment is an acceptable option for children who do not live within the regional zip codes if the program has room for the student. It is the parent's responsibility to transport the child to and from the program.

Important Points to Remember!

Documentation of family income eligibility must be kept in a confidential file in a locked filing cabinet in a secure area (i.e., the director or principal's office) and be maintained on site for at least two years. Records must be maintained for an additional three years in accordance with the LEA policies.

Staff Qualifications
Administration of this grant funding falls under certain statutory requirements. Specifically, Public School entities and their partners in receipt of this funding are bound by Arizona Administrative Code R7-2-612 which requires either a provisional or standard early childhood education certificate for those individuals teaching in early childhood education programs. (See Appendix F)

*There may, on occasion, be cause for exceptions to these standards. In that case, a request for temporary waiver may be submitted and must be accompanied by planning for staff to become appropriately qualified. Any request will require review and approval prior to funding.

Director/Administrator Qualifications
At a minimum, directors/administrators (those responsible for the direct supervision of the program and staff; this may include principals, program coordinators, provider owner/director) must hold a Bachelors degree in Early Childhood, Child Development and Family Studies, or Early Childhood Special Education or hold a principal's certificate through ADE.

Teacher Qualifications
At a minimum, all lead classroom teachers must hold an Associate's degree in Early Childhood or Child Development, and be currently enrolled in an approved bachelor's degree program leading to early childhood teacher certification.

Early Childhood Education Certification and Endorsement
By **July 1, 2012,** either a provisional or a standard early childhood education certificate or endorsement will be required for individuals teaching in public school early childhood education programs. This applies to lead teachers in any program receiving FTF Pre-K Expansion Grant funds, including all federal and private preschool programs. The implementation date for ECE

Certification and Endorsement was postponed from July 1, 2009 to July 1, 2012. (R7-2-608 & R7-2-615)

Teaching Assistant Qualifications
The teaching assistants in participating programs that are public school entities and their partners must have a Child Development Associate Credential (CDA) or an Associate's Degree in Early Childhood Education/Child Development.

PROGRAM OPERATIONS

Child Screening
Early identification of children with special needs ensures that young children receive the services and supports necessary to maximize their opportunities for healthy development and learning. School districts are required by statute to "…identify, locate, and evaluate all children with disabilities within their geographic boundaries who are in need of special education and related services" (§300.111 Child Find). Screening activities are a first step in the identification process. Therefore it is imperative that a screening procedure be in place to ensure children are identified and receive the supports they need.

- All children participating in a FTF Pre-Kindergarten Scholarship Grant classroom will receive a *sensory (hearing and vision) screening* within the first 45 calendar days of the first day of attendance in the program. (See Appendix K)

- All children participating in the FTF Pre-Kindergarten Scholarship Grant classroom will receive a *developmental screening* (checklist acceptable) within the first 45 calendar days of the first day of attendance in the program. (See Appendix I)

    o The developmental screening should:
        ➢ take place in the context of the children's daily activities and routines
        ➢ incorporate parental input

- Follow up referrals and activities that are initiated to secure appropriate services will be documented and tracked to ensure that families receive the information and/or services necessary. Community partners will work in partnership with the LEA to ensure coordinated and seamless efforts are maintained.

- Hearing and vision screening performed on children must be conducted by those who have been trained to administer screening instruments. If no such person is available at the program, outside resources must be contracted with to conduct these screenings.

Formative Assessment
Formative assessment activities will be used to inform individualized instruction and program improvement and will include:

- Observations and anecdotal notes;
- Collecting work samples; and
- Gathering family input.

All programs will use the approved ongoing progress monitoring tool *Teaching Strategies GOLD.* Ongoing progress monitoring requires that teachers, paraprofessionals and related service providers observe children and document these observations on a daily and weekly basis. "Checkpoints" (three points in time at which teachers will stop to reflect upon and rate the documentation they have been collecting) have been established to ensure that documentation is entered into GOLD online to allow for ADE to export the data for all programs.

The purpose of data collected and ratings given at the **first** checkpoint date is to serve as a **baseline** for a child by which to measure progress. Therefore, teachers can enter initial ratings as soon as they have sufficient documentation for all areas for each child. Teachers do not need to wait for the first checkpoint date to finalize their data in GOLD.

Annual subscription price per child is $10.95 and will be paid by the program serving the child. This subscription must be renewed every 12 months so programs are encouraged to wait until July 1 to activate their per-child subscriptions to GOLD Online. Only the purchase and use of the online assessment subscription per child is required.

The Arizona contact at Teaching Strategies is listed below:

Johanna L. Hooks
Implementation Coordinator
Teaching Strategies, Inc
Local (301) 634-0818 ext. 1111
Toll Free (800) 637-3652 ext. 1111
johannah@teachingstrategies.com

Program staff must be appropriately trained in the use of the formative assessment tool. Training opportunities can be found on the ADE website. www.ade.az.gov/onlineregistration/

Staff-to-Child Ratio and Total Class/Group Size
- Classrooms that are comprised of only 4-5 year olds:
  - May not exceed a staff to child ratio of 1 to 10
  - May not exceed a total class size of 20 children

- Classrooms that are comprised of children aged 3 or as inclusion setting for children with disabilities:
  - May not exceed a staff to child ratio of 1 to 9 (staffing decisions should be adjusted in accordance with the specific disabilities and/or needs of the children present)
  - May not exceed a total class size of 18 children

Curriculum
The following are required to ensure curricular approaches are used that meet the individual *and* developmental needs of children while providing them with intentionally designed instruction and activities:

- Curriculum and teaching principles promote learning and development in the following domains: social and emotional, language and literacy, cognitive and physical.

- Curriculum aligns clearly and with the full content of the Arizona Early Learning Standards. Training is provided on using the Arizona Early Learning Standards to assist in the development of appropriate curriculum.

- Curriculum incorporates ongoing assessment to determine instructional needs.

- Lesson plans are in place, aligned with the standards and clearly demonstrate meeting the specific needs of children. (See Appendix J)

- Children's needs are met through the use of effective instructional strategies.

- Programs follow the most current edition of the <u>Program Guidelines for High Quality Early Education Programs: Birth through Kindergarten</u>.

Effective Instructional Strategies are ways that teachers present information to children that make concepts concrete and allow children to make connections to their prior knowledge. The challenge of the early education teacher is to narrow the achievement gaps and improve academic performance of all children. To meet this challenge, teachers need to be cognizant that young children do not distinguish learning by subject area. Instead, a child's progress in one domain continues to influence and be influenced by progress in other domains.

Please Note:
Worksheets are ***NOT*** an Effective Instructional Strategy for young children. Determine the goal of the worksheet or the standard it is addressing and convert it into an active learning opportunity.

Family Engagement
The parent plays a central role as the most influential person in a child's life. Programs receiving funding under this grant must involve families in a variety of ways that support some or all of the following types of family engagement:

- Offer parenting classes
- Coordinate opportunities to communicate with families about the program and their child's progress
- Offer a variety of ways for families to volunteer
- Include parents as participants in programmatic decisions, governance and advocacy
- Coordinate resources and services for families, children as well as connecting with local businesses, agencies and other local groups

Programs in receipt of this funding must create and implement plans for family engagement. A copy of the written plan shall be available on-site upon request. Activities outlined in the plan may include but are not limited to the following:

- Home visits (initial or ongoing)
- Family conferences
- Classroom visits with options for parents to participate
- Parent satisfaction surveys
- Child progress reports
- Parent night or family activity nights

Family engagement activities shall include a focus on involving the family as key decision makers and assessors of the program.

Transition to Kindergarten
As part of ensuring effective collaborations with the community and providing children and families with seamless services as they move to school entry.

LEA programs will:
- create and implement a comprehensive, written kindergarten transition plan. The transition plan shall include a clearly described partnership between the community partner program and the LEA program.
- incorporate transition practices throughout the school year.
- include activities that support child-school connections; family-school connections; and school-school connections. (See Appendix G)

Program Evaluation – Early Childhood Quality Improvement Practices (ECQUIP)
Effective programs recognize that building and maintaining quality requires an ongoing and iterative process. Participants and their community partners shall conduct ongoing, reflective practices that continuously assess the quality and effectiveness of their program. The program assessment is collaborative and conducted in partnership with the district's Early Childhood Quality Improvement Practices (ECQUIP) process.

ECQUIP is a self-assessment process intended to provide Arizona programs working with young children a framework for evaluating program effectiveness and designing strategies for continuous quality improvement. All programs administered through the Early Childhood Education section of the Arizona Department of Education are required to participate in ECQUIP. For more information related to ECQUIP and the process, visit the Early Childhood website at www.ade.az.gov/earlychildhood .

Program evaluation is most effective and long lasting when the program staff engages in a systematic process of self-assessment. Program staff is then able to identify both strengths and changes needed in order to bring about and/or maintain a high quality, comprehensive FTF Pre-Kindergarten Scholarship Grant program. Ownership of the assessment results is established when staff is actively involved in the process.

Supervision of program personnel is conducted as a collaborative process with mechanisms that support them in challenging situations and provides ongoing and regularly scheduled opportunities for discussion.

Annual Program Monitoring
Program Monitoring is conducted on an annual basis and consists of two parts, fiscal requirements and quality practices.

Monitoring of LEAs and community program sites is a proactive approach to ensuring the FTF Pre-Kindergarten Scholarship Grant programs are following guidelines and providing high quality, comprehensive educational programs that promote improved student achievement.

A formal monitoring visit will take place annually. It will be pre-scheduled by ADE Early Childhood Education staff with the LEA or community program site to be visited. The annual program monitoring of the preschool programs will include:

- Classroom visitations
- Interviews with program teachers and administrators
- Review of children's academic records such as portfolios/work samples and teacher anecdotal observation notes (On-going progress monitoring data)

- Review of program compliance information
- Review of program documentation and requirements such as ECQUIP meeting results, documentation of family income, DHS licensure, accreditation information (if applicable), and collaboration documentation

The formal monitoring will conclude with ADE staff meeting with the program administrator(s) or staff to discuss observations and to provide technical assistance if needed.

Professional Development
All program personnel will participate in continuing education to remain current in early childhood research and methods and to continually update skills and knowledge.

All program personnel will receive professional development and demonstrate competency on the use of the Arizona Early Learning Standards.

Teaching staff shall receive a minimum of 18 documented hours of professional development per year.

The 18 hours of professional development will align with staff needs around the AZ Early Learning Standards, kindergarten transitions, on-going progress monitoring, inclusion of children with disabilities and based on recommendations by ADE Early Childhood Quality Mentors, FTF Coaches or the sites Quality Improvement Plan.

EARLY CHILDHOOD EDUCATION QUALITY MENTORS

An Early Childhood Education (ECE) Quality Mentor will be assigned to work with the LEAs and their community partners to support quality improvement efforts and facilitate collaborative relationships. He/she will mentor the ECE instructional staff in ensuring and facilitating quality indicators such as outlined in the Environmental Rating Scale/ECERS-R along with child screening and assessment, family engagement, kindergarten transition, and community collaboration. The ECE Quality Mentors will work in conjunction with Quality First coaches and any other service providers, for those programs already enrolled in FTF Quality First to ensure continuity of services.

ECE Mentor's Mission
The ECE Mentor's Mission is to:
- help ECE instructional staff gain the knowledge and skills necessary to transform the quality of both the LEA and any collaborating ECE program, and

- help develop an infrastructure in order to ensure sustainability of the collaborative relationship of ECE within the local community to improve outcomes for children.

Primary Responsibilities of the ECE Quality Mentor
Primary Responsibilities of the ECE Quality Mentor include but are not limited to:
- Providing technical assistance, training, and coaching to participants with the purpose of supporting the implementation of strategies and approaches that are developmentally appropriate
- Develop and work with existing implementation plans with participants to achieve improved levels of quality and improved outcomes for young children
- Attending meetings, conferences, workshops in the community to continually seek ways to bridge theory and practice for project participants
- Collecting, developing, and providing informational and educational materials to project participants
- Submitting reports/information as required
- Conducting applicable training and professional development sponsored by ADE
- Visiting the school/community partner sites and conferring with the principal/director on a prescribed basis

TECHNICAL ASSISTANCE

ADE Early Childhood Education program staff members are available year-round to provide technical assistance regarding the First Things First Pre-Kindergarten Scholarship Grant. Please feel free to contact our office at any time so that we can address any concerns or questions you may have.

Contact Information

Mailing Address:
Arizona Department of Education
Early Childhood Education Section
Head Start State Collaboration Office
1535 W. Jefferson Street, Bin #15
Phoenix, AZ 85007

Web Address:
www.ade.az.gov/earlychildhood

Physical Location:
2005 North Central Avenue
Phoenix, AZ 85004
Phone: (602) 362-1530
Fax: (602) 542-2730

Email Address:
ECEinbox@azed.gov

APPENDIX A: LEA Scoring Rubric

Scoring Rubric for FTF Pre-Kindergarten Scholarship
LEA – District/Charter Sub Grantees

Standards for Schools and Community Based Partners – Reporting, Annual Program Monitoring, Working with the Early Childhood Quality Mentor

Reporting and Annual Program Monitoring: *Monthly data and narrative reports are required by this grant. Reports are due by the 10th day of each month to ADE/ECE. It is imperative that the data you are submitting is accurate and that the narrative reports are completed with care and thought. Annual Program Monitoring will be conducted annually by ADE.*

Working with the Early Childhood Quality Mentor: Early Childhood Quality Mentors are assigned one per region, to provide programs with the necessary support to enact change or help maintain high quality programming. Technical assistance will be provided by the mentors but it is the programs responsibility to initiate change based on the assistance provided.

Programs that Participated in the Previous Year	*Programs New to Participation*

Excellent:
• Complied with all requirements including:
  ○ Submission of reports on/before the 10th day of each month
  ○ Reports accurately reflected monthly data and did not require follow up; Narrative reports were completed with care and thought
  ○ Programs initiated change based on technical assistance provided by ADE
  ○ Program was compliant in all areas during annual program monitoring
	Excellent:
	• Shows clear understanding of the expectation and readily agrees to comply with all requirements including:
	  ○ Submission of reports on/before the 10th day of each month
	  ○ Will ensure reports accurately reflect monthly data and will not require follow up; Narrative reports will be completed with care and thought
	    ▪ Have indicated person responsible for items above
	  ○ Program will initiate change based on technical assistance provided by ADE
	  ○ Program will strive for full compliance during annual program monitoring

Satisfactory:
• Complied with all requirements including:
  ○ Submission of reports on/before the 10th day of each month
  ○ Reports accurately reflected monthly data and if follow up was required it was minimal; Narrative reports were completed with care and thought but occasionally showed redundancy of information
  ○ Programs initiated some change based on technical assistance provided by ADE
  ○ Program was compliant in all areas during annual program monitoring but required some resubmission/revision of monitored items
	Satisfactory:
	• Shows understanding of the expectation and agrees to comply with all requirements including:
	  ○ Submission of reports on/before the 10th day of each month
	  ○ Will ensure reports accurately reflect monthly data; Narrative reports will be completed with care and thought
	  ○ Program is willing to initiate change based on technical assistance provided by ADE
	  ○ Program will strive for full compliance during annual program monitoring

Needs Improvement:	Needs Improvement:

• Complied with most requirements including:
   ○ Submission of reports on/before the 10th day of each month usually
   ○ Reports reflected monthly data but required some follow up; Narrative reports were occasionally completed with care and thought but most months showed redundancy of information
   ○ Programs were resistant to change based on technical assistance provided by ADE
   ○ Program was compliant in only some areas during annual program monitoring and a plan of action was required
	• Acknowledges expectations and feels they can comply with requirements including:
	   ○ Submission of reports on/before the 10th day of each month
	   ○ Will strive to accurately reflect monthly data and narrative reports but have concerns regarding who will complete the reports
	   ○ Somewhat resistant to technical assistance provided by ADE and shows concern regarding monthly visits
	   ○ Expresses concern regarding participating in annual program monitoring

Unsatisfactory:	Unsatisfactory:

• Compliance with requirements was not consistent:
   ○ Reports consistently submitted after the 10th day of each month
   ○ Data required follow up; Narrative reports were not completed with care and thought
   ○ Program was unwilling to initiate change based on technical assistance provided by ADE
   ○ Program had many areas of non-compliance during annual program monitoring and did not demonstrate high quality in early care and education
	• Does not acknowledge or show understanding of expectations and it is questionable if the program can comply with requirements:
	   ○ Expresses concerns regarding monthly report submission
	   ○ Expresses concerns regarding monthly data and narrative reports
	   ○ Unwilling to participate in monthly technical assistance visits
	   ○ Unwilling to participate in annual program monitoring

Implementation Standards – Enrollment Eligibility and Attendance, Child Screening, Child Assessment

Enrollment Eligibility and Attendance: Proof of age and legal residency must be obtained for each child. Copies of the child's birth certificate must remain in the child's file. Income eligibility must be established. This is accomplished by verifying the families' gross monthly income (pay stubs, tax returns, etc.) and determining if the families' household income is at or below 200% of the Federal Poverty Level unless otherwise specified. Copies of the documentation used to verify income must be kept in a locked cabinet and available when requested by the state.

Child Screening, Child Assessment: Hearing and Vision Screenings are required for all participating children within the first 45 days of programming.
- *A 45 day developmental screening (checklist acceptable) is required on all participating children.*
- *Formative assessment activities will be used to inform individualized instruction. All programs will be required to use the approved assessment tool, Teaching Strategies GOLD.*
  - *Each program is responsible for purchasing the on-line annual membership for each child participating in programming with this funding.*
  - *Each program is responsible for obtaining the necessary training for staff in order for them to correctly and effectively use this tool.*
  - *Each program is responsible for inputting accurate and valid data for each child participating in programming with this funding.*

Programs that Participated in the Previous Year	*Programs New to Participation*
Excellent: • Program **has** a system in place for documenting the collection of the required data • Complied with all requirements including: o Verification of child's age and legal residency; copy of the child's birth certificate was present in the child's file o Family income eligibility was verified and clearly documented; copies of documentation used to determine income eligibility was present during annual program monitoring o Hearing and vision screenings were obtained for all children within the first 45 days of programming; documentation was present in the child's file o A 45 day developmental screening (checklist acceptable) was conducted on all children; documentation was present in the child's file o An approved formative assessment tool was used; documentation included observations and anecdotal notes, collection of work samples and family input o The program is prepared to use the new formative assessment tool, Teaching Strategies Gold, and has the necessary technology in place and available to staff	Excellent: • Program **has** a system in place that will facilitate collecting the required documentation • Shows clear understanding of the expectation and readily agrees to comply with all requirements including: o Verifying child's age and legal residency; copy of child's birth certificate will be maintained in the child's file o Determining and clearly documenting family income eligibility; copies of documentation used to determine income eligibility will be maintained o Hearing and vision screenings will be obtained for all children within the first 45 days of programming; documentation will be maintained in the child's file o A 45 day developmental screening will be conducted on all children; documentation will be maintained in the child's file o The program is prepared to use the new formative assessment tool, Teaching Strategies Gold and already has the necessary technology in place and available to staff

Satisfactory:	Satisfactory:
- Program **has a plan of action** to put a system in place for documenting the collection of the required data - Complied with all requirements including: - Verification of <u>child's age</u> and <u>legal residency</u>; copy of the child's birth certificate was present in the child's file - Family <u>income eligibility</u> was verified and documented; copies of documentation used to determine income eligibility was present during annual program monitoring - <u>Hearing and vision screenings</u> were obtained for all children within the first 60 days of programming (expectation is within the first 45 days); documentation was present in the child's file - A <u>developmental screening</u> (checklist acceptable) was conducted on all children within the first 60 days of programming (expectation is 45 days); documentation was present in the child's file - An approved <u>formative assessment</u> tool was used; documentation included observations and anecdotal notes and collection of work samples - The program is willing to use the <u>new formative assessment tool</u>, Teaching Strategies Gold, and is in the process of ensuring that the necessary technology is available for staff	- Program **will put in place** a system for collecting the required documentation - Shows understanding of the expectation and agrees to comply with all requirements including: - Verifying <u>child's age</u> and <u>legal residency</u>; copy of child's birth certificate will be maintained in the child's file - Determining and clearly documenting family <u>income eligibility</u>; copies of documentation used to determine income eligibility will be maintained - <u>Hearing and vision screenings</u> will be obtained for all children within the first 45 days of programming, support was requested to ensure compliance; documentation will be maintained in the child's file - A <u>45 day developmental screening</u> will be conducted on all children, support was requested to ensure compliance; documentation will be maintained in the child's file - The program is willing to use the new <u>formative assessment</u> tool, Teaching Strategies Gold and will ensure that the necessary technology is available for staff

Needs Improvement:	Needs Improvement:
- Program **will work toward** putting in place a system for collecting the required documentation - Complied with most requirements including: - Verification of <u>child's age</u> and <u>legal residency</u>; copy of the child's birth certificate was present in the child's file - Family <u>income eligibility</u> was verified and documented; copies of documentation used to determine income eligibility *was not* maintained - <u>Hearing and vision screenings</u> were obtained for all children but *was not* within 60 days of the start of programming; documentation *was not* present in the child's file - A <u>developmental screening</u> (checklist acceptable) was conducted on all children but *was not* within 60 days of the start of programming; documentation *was not* present in the child's file - A <u>formative assessment</u> tool was used; documentation included some observations and anecdotal notes and collection of work samples - The program shows some resistance towards using the <u>new formative assessment tool</u>, Teaching Strategies Gold; technology is not readily available for staff	- Program **will work toward** putting in place a system for collecting the required documentation - Acknowledges expectations and feels they can comply with requirements including: - Verifying <u>child's age</u> and <u>legal residency</u>; copy of child's birth certificate will be maintained in the child's file - Determining and clearly documenting family <u>income eligibility</u>; copies of documentation used to determine income eligibility will be maintained; program may require support - <u>Hearing and vision screenings</u> will be obtained for all children within the first 45 days of programming, support will likely be required; documentation will be maintained in the child's file - A <u>45 day developmental screening</u> will be conducted on all children, support will likely be required; documentation will be maintained in the child's file - The program shows concerns regarding the use of the new <u>formative assessment</u> tool, Teaching Strategies Gold; technology is not readily available for staff
Unsatisfactory:	Unsatisfactory:
- Program does not wish to ask families for the required information - Compliance with requirements was not consistent: - Verification of <u>child's age</u> and <u>legal residency</u> *was not* established or documented - Family <u>income eligibility</u> *was not* verified and documented - <u>Hearing and vision screenings</u> *were not* obtained for all children - A <u>developmental screening</u> *was not* conducted on all children - A <u>formative assessment</u> tool *was not* used; limited or no evidence of documentation (observations, anecdotal notes and collection of work samples) - The program is not willing or able to participate in using the <u>new formative assessment tool</u>, Teaching Strategies Gold	- Program has concerns regarding requesting the required information from families - Does not acknowledge or show understanding of expectations and it is questionable if the program can comply with requirements: - Unwilling to verify <u>child's age</u> and <u>legal residency</u>; - Unwilling to determine and document family <u>income eligibility</u> - Unwilling to obtain <u>hearing and vision screenings</u> all children - Unwilling to conduct a <u>45 day developmental screening</u> - Unwilling or unable to participate in using the new <u>formative assessment</u> tool, Teaching Strategies Gold

Implementation Standards – Ratios and Total Group Size, Environment, Curriculum and AZ Early Learning Standards

*Ratio and Total Group Size Requirements: Classrooms that are comprised of **only 4-5 year olds** may not exceed a staff to child **ratio of 1 to 10**; may not exceed a **total class size of 20** children. Classrooms that are comprised of children **aged 3**, or a mixed age group consisting of a child aged 3 may not exceed a staff to child **ratio of 1 to 9**; may not exceed a **total class size of 18** children.*

Curriculum and the Arizona Early Learning Standards: Curriculum and teaching principles promote learning and development in the following domains: social and emotional, language and literacy, cognitive and physical, and are taught using effective instructional strategies. The curriculum clearly aligns with the Arizona Early Learning Standards.

Programs that Participated in the Previous Year	*Programs New to Participation*

Excellent:
 	
• Complied with all requirements including:
   o Meeting all required teacher/child ratios as well as maintenance of total class size at all times
   o Environment clearly demonstrates high quality with clearly defined and well stocked centers
   o A formal curriculum is in place, the curriculum is designed around children's interests and needs; curriculum clearly aligns with the Arizona Early Learning Standards
   o Lesson plans are in place and being utilized; the lesson plans reflect individualized instruction in order to meet children's specific needs
   o Use of the Arizona Early Learning Standards is clearly documented and demonstrated
   o Effective instructional strategies are clearly being used
	Excellent:
	
	• Program already meets and maintains the required teacher/child ratios as well as total class size
	• A formal curriculum is currently in use that fully aligns with the AZ Early Learning Standards
	• Shows clear understanding of the expectation and readily agrees to comply with all requirements; upon visiting the site it appears that:
	   o The environment clearly demonstrates high quality with clearly defined and well stocked centers
	   o The curriculum is designed around children's interests and needs; curriculum clearly aligns with the Arizona Early Learning Standards
	   o Lesson plans are in place and being utilized; the lesson plans reflect individualized instruction in order to met children's specific needs
	   o Use of the Arizona early Learning Standards is clearly documented and demonstrated
	   o Effective instructional strategies are clearly being used

Satisfactory:
 	
• Complied with all requirements including:
   o Meeting all required teacher/child ratios as well as maintenance of total class size at all times
   o Environment clearly demonstrates high quality with clearly defined centers, most centers are well stocked
   o A curriculum is in place and is designed around children's interests and needs; curriculum appears to align with the Arizona Early Learning Standards
   o Lesson plans are in place and being utilized; at times they reflect individualized instruction in order to meet children's specific needs
   o Use of the Arizona Early Learning Standards is documented and/or demonstrated
   o Effective instructional strategies are being used
	Satisfactory:
	
	• The program will be able to meet all required teacher/child ratios as well as maintain total class size
	• A curriculum is in place that aligns with the AZ Early Learning Standards
	• Shows understanding of the expectation and agrees to comply with all requirements; upon visiting the site it appears that:
	   o The environment clearly demonstrates high quality with clearly defined, most centers are well stocked
	   o The curriculum is designed around children's interests and needs; curriculum appears to align with the Arizona Early Learning Standards
	   o Lesson plans are in place and being utilized; at times they reflect individualized instruction in order to meet children's specific needs
	   o Use of the Arizona early Learning Standards is documented and/or demonstrated
	   o Effective instructional strategies are being used

Needs Improvement:	Needs Improvement:

• Complied with most requirements including:
   ○ Meeting required teacher/child ratios as well as maintenance of total class size most of the time
   ○ Environment demonstrates quality; some centers are clearly defined; some centers are well stocked
   ○ A curriculum is in place; curriculum somewhat aligns with the Arizona Early Learning Standards
   ○ Lesson plans are in place and appear to be utilized
   ○ Program is aware of the Arizona Early Learning Standards and uses them on occasion
   ○ Some ineffective strategies are used, such as worksheets
	• Acknowledges expectations and feels they can comply with requirements; upon visiting the site it appears that:
	   ○ The program may have difficulty meeting the required teacher/child ratio as well as maintenance of total class size
	   ○ The environment demonstrates quality; some centers are clearly defined; some centers are well stocked
	   ○ A curriculum is in place; curriculum somewhat aligns with the Arizona Early Learning Standards
	   ○ Program is aware of the Arizona Early Learning Standards and uses them on occasion
	   ○ Some ineffective strategies are used, such as worksheets

Unsatisfactory:	Unsatisfactory:

• Compliance with requirements was not consistent:
   ○ Required teacher/child ratios and maximum class size were not maintained
   ○ Environment does not contain centers; lack of manipulatives
   ○ No curriculum is in place
   ○ Lesson plans are not in place and/or not utilized
   ○ Program does not use the Arizona Early Learning Standards
   ○ Use of worksheets was predominate which is an ineffective instructional strategy
	• Does not acknowledge or show understanding of expectations; upon visiting the site it is questionable if the program can comply with requirements:
	   ○ Required teacher/child ratios and maximum class size will be difficult or impossible to maintain
	   ○ Environment does not contain centers; lacks manipulatives
	   ○ No curriculum is in place
	   ○ Lesson plans are not in place and/or not utilized
	   ○ Program does not use the Arizona Early Learning Standards Use of worksheets is predominate which is an ineffective instructional strategy

Please Note:

Worksheets are **NOT** an Effective Instructional Strategy for young children. Teachers need to determine the goal of the worksheet or the standard it is addressing and convert it into an active learning opportunity.

Staff Qualifications, Supervision and Professional Development Standards - Staff Qualifications	
Staff Qualifications: FTF pre-kindergarten providers employ and support a teaching staff that has the education qualifications, knowledge, and professional commitment necessary to promote children's learning and development and to support families' diverse needs and interests.	
Programs that Participated in the Previous Year	*Programs New to Participation*

Excellent:
• Meets all requirements including:
  o Director/Administrator (those responsible for direct supervision of the program staff) holds at a minimum a bachelors degree in Early Childhood, Child Development and Family Studies, or Early Childhood Special Education; or hold a principal's certificate through ADE
  o Teacher holds a bachelor's degree in Early Childhood, Child Development or Elementary Education with an endorsement in early childhood
  o Teaching Assistant has a Child Development Associate Credential (CDA) or an associate's degree in Early Childhood Education or Child Development
	Excellent:
	• Shows clear understanding of the expectation and meets all requirements including:
	  o Director/Administrator (those responsible for direct supervision of the program staff) holds at a minimum a bachelors degree in Early Childhood, Child Development and Family Studies, or Early Childhood Special Education; or hold a principal's certificate through ADE
	  o Teacher holds a bachelor's degree in Early Childhood, Child Development or Elementary Education with an endorsement in early childhood
	  o Teaching Assistant has a Child Development Associate Credential (CDA) or an associate's degree in Early Childhood Education or Child Development

Satisfactory:
• Meets most requirements including:
  o Director/Administrator (those responsible for direct supervision of the program staff) holds at a minimum a bachelors degree in an unrelated field and is currently enrolled in a program to obtain a degree in Early Childhood, Child Development and Family Studies, Early Childhood Special Education, or educational leadership with the intent of pursuing a principal's certificate through ADE; a waiver and action plan is in place with consistent progress being demonstrated
  o Teacher holds at a minimum an Associate's degree in Early Childhood or Child Development, and is currently enrolled in an approved bachelor's degree program leading to early childhood certification; a waiver and action plan is in place with consistent progress being demonstrated
  o Teaching Assistant has a Child Development Associate Credential (CDA) or an associate's degree in Early Childhood Education or Child Development or is currently enrolled in a program to meet these requirements; a waiver and action plan is in place with consistent progress being demonstrated
	Satisfactory:
	• Shows understanding of the expectation and is prepared to meet requirements including:
	  o Director/Administrator (those responsible for direct supervision of the program staff) holds at a minimum a bachelors degree in an unrelated field and is currently enrolled in a program to obtain a degree in Early Childhood, Child Development and Family Studies, Early Childhood Special Education, or educational leadership with the intent of pursuing a principal's certificate through ADE; a waiver and action plan will be put in place and will demonstrate consistent progress
	  o Teacher holds at a minimum an Associate's degree in Early Childhood or Child Development, and is currently enrolled in an approved bachelor's degree program leading to early childhood certification; a waiver and action plan will be put in place and will demonstrate consistent progress
	  o Teaching Assistant has a Child Development Associate Credential (CDA) or an associate's degree in Early Childhood Education or Child Development or is currently enrolled in a program to meet these requirements; a waiver and action plan will be put in place and will demonstrate consistent progress

Needs Improvement:	Needs Improvement:

• Meets some requirements including:
  o Director/Administrator (those responsible for direct supervision of the program staff) does not hold, at a minimum, a bachelors degree in an unrelated field but is currently enrolled in a program to obtain a degree in Early Childhood, Child Development and Family Studies, or Early Childhood Special Education; a waiver and action plan is in place with progress being demonstrated
  o Teacher holds at a minimum an associate's degree in Early Childhood or Child Development, and is looking at enrolling in an approved bachelor's degree program leading to early childhood certification; a waiver and action plan is in place with progress being demonstrated
  o Teaching Assistant is currently enrolled in a program to obtain a Child Development Associate Credential (CDA) or an associate's degree in Early Childhood Education or Child Development; a waiver and action plan is in place with progress being demonstrated
	• Acknowledges expectations and is willing to work towards meeting requirements including:
	  o Director/Administrator (those responsible for direct supervision of the program staff) does not hold, at a minimum, a bachelors degree in an unrelated field but is currently enrolled in a program to obtain a degree in Early Childhood, Child Development and Family Studies, or Early Childhood Special Education; a waiver and action plan will be put in place and progress will be demonstrated
	  o Teacher holds at a minimum an associate's degree in Early Childhood or Child Development, and is looking at enrolling in an approved bachelor's degree program leading to early childhood certification; a waiver and action plan will be put in place and progress will be demonstrated
	  o Teaching Assistant is currently enrolled in a program to obtain a Child Development Associate Credential (CDA) or an associate's degree in Early Childhood Education or Child Development; a waiver and action plan will be put in place and progress will be demonstrated

Unsatisfactory:
• Does not meet requirements:
  o Director/Administrator (those responsible for direct supervision of the program staff) does not hold, at a minimum, a bachelors degree and is not interested in pursuing further education in order to meet this requirement; a waiver may be in place but no there is no action plan
  o Teacher does not hold, at a minimum, an associate's degree and is not interested in pursuing further education in order to meet this requirement; a waiver may be in place but no there is no action plan
  o Teaching Assistant does not currently hold nor is enrolled in a program to obtain a Child Development Associate Credential (CDA) or an associate's degree in Early Childhood Education or Child Development and is not interested in pursuing further education in order to meet this requirement; a waiver may be in place but no there is no action plan
	Unsatisfactory:
	• Does not acknowledge or show understanding of expectations and does not appear to be willing to meet requirements:
	  o Director/Administrator (those responsible for direct supervision of the program staff) does not hold, at a minimum, a bachelors degree and is not interested in pursuing further education in order to meet this requirement
	  o Teacher does not hold, at a minimum, an associate's degree and is not interested in pursuing further education in order to meet this requirement
	  o Teaching Assistant does not currently hold nor is enrolled in a program to obtain a Child Development Associate Credential (CDA) or an associate's degree in Early Childhood Education or Child Development and is not interested in pursuing further education in order to meet this requirement

Staff Qualifications, Supervision and Professional Development Standards – Supervision and Professional Development	
Supervision and Professional Development: All program personnel receive professional development and demonstrate competency on the use of the Arizona Early Learning Standards. Teaching staff shall receive a minimum of 18 documented hours of professional development per year. The 18 hours of professional development will align with staff needs around the AZ Early Learning Standards, kindergarten transitions, inclusion of children with disabilities and based on recommendations by ADE mentors, FTF coaches and or the sites Quality Improvement Plan.	
Programs that Participated in the Previous Year	*Programs New to Participation*

Excellent:
 • Complied with all requirements including:
  ○ Program personnel receive regular, high quality, professional development opportunities
  ○ Program personnel demonstrate competency on the use of the Arizona Early Learning Standards
  ○ Program personnel have participated in professional development on the Arizona Early Learning Standards
  ○ Program will continue to offer professional development opportunities to address areas of need such as kindergarten transition, inclusion of children with disabilities or areas recommended by Quality Mentors, FTF coaches, or their Quality Improvement Plan
  ○ A current plan is in place that reflects program improvement and individual staff needs are addressed; this plan has been communicated to all staff
	Excellent:
	 • Shows clear understanding of the expectation and readily agrees to comply with all requirements including:
	  ○ Providing program personnel with regular, high quality, professional development opportunities
	  ○ Support program personnel in demonstrating competency on the use of the Arizona Early Learning Standards
	  ○ Professional development opportunities will include the Arizona Early Learning Standards modules and other areas of need such as kindergarten transition, inclusion of children with disabilities or areas recommended by Quality Mentors, FTF coaches, or their Quality Improvement Plan
	  ○ A current plan is in place that reflects program improvement and individual staff needs are addressed; this plan is communicated to all staff

Satisfactory:
 • Complied with all requirements including:
  ○ Program personnel receive regular, high quality professional development opportunities
  ○ Program personnel demonstrate some competency on the use of the Arizona Early Learning Standards
  ○ Program personnel have received opportunities to participate in professional development on the Arizona Early Learning Standards
  ○ Program will continue to offer professional development opportunities on the Arizona Early Learning Standards and other areas of need recommended by Quality mentors
	Satisfactory:
	 • Shows understanding of the expectation and agrees to comply with all requirements including:
	  ○ Providing program personnel with regular, high quality, professional development opportunities
	  ○ Support program personnel in demonstrating competency on the use of the Arizona Early Learning Standards
	  ○ Providing program personnel opportunities to participate in professional development on the Arizona Early Learning Standards and other areas of need recommended by Quality Mentors

Needs Improvement:	Needs Improvement:

• Complied with most requirements including:
    o Program personnel receive some professional development opportunities
    o Program personnel have received opportunities to participate in professional development on the Arizona Early Learning Standards but have not taken advantage of these opportunities
    o Program personnel *does not* demonstrate competency on the use of the Arizona Early Learning Standards
	• Acknowledges expectations and feels they can comply with requirements including:
	    o Providing program personnel with some professional development opportunities
	    o Providing program personnel with information on how to participate in professional development on the Arizona Early Learning Standards

Unsatisfactory:	Unsatisfactory:

• Compliance with requirements was not consistent::
    o Program personnel receive few or no professional development opportunities
    o Program personnel have not participated in professional development on the Arizona Early Learning Standards
	• Does not acknowledge or show understanding of expectations and it is questionable if the program can comply with requirements:
	    o Program personnel receive few or no professional development opportunities
	    o Program personnel will not be encouraged to participate in professional development on the Arizona Early Learning Standards

APPENDIX B: Creating Collaborative Partnerships

Collaborating with community partners is a requirement of the First Things First Pre-Kindergarten Scholarship Grant. The cost per child is non-negotiable. The process outlined below will be used to fairly establish community partnerships *for the purpose of this grant*.

Process for Selecting Collaborative Partnerships with Community Programs
The following process will be followed by all participating LEAs, for the purpose of establishing collaborative partnerships for the FTF Pre-Kindergarten Scholarship Grant:

- Potential community partner programs attend the informational meeting sponsored by ADE/ECE
- Potential community partner programs submit interest forms to ADE/ECE
- Interest forms are forwarded to the correct programs
- LEAs programs score each potential partners interest form using the rubric provided; schedule visits with potential partners (this is a requirement of the process); make final score determinations and add comments
- LEAs take results of rubric/visits and finish their selection process
- All results are submitted to ADE/ECE who will inform all programs in writing if they have been selected or not; a copy of the rubric and their scores will also be sent so that the programs know how to improve in order to successfully seek selection in the future
- LEAs will establish contracts or Letter of Agreement with the programs selected for partnership

All districts/charters **MUST** participate in the selection process.
Potential Community Partners **MUST** fill out an interest form and submit it by the deadline **or** they are not eligible for consideration.

Contracts/Letters of Agreement
At a minimum the contract or Letter of Agreement needs to be established with your community partner(s).
The agreement should contain the following:

- A Mission, Goal or Purpose Statement
- Roles and Responsibilities of each Agency
- Parameters of Collaboration, e.g., shared staff expertise (mentors), shared resources (trainings/workshops), joint activities (kindergarten transition)
- Student Eligibility
- Maintenance of Student Records
- Timelines
- Programming Responsibilities
- Provider Personnel Qualifications
- Compensation and Per Child Rates (non-negotiable)
- Insurance Coverage (based on LEA insurance requirements)
- Independent Contractor Clause
- Hold Harmless Provisions
- Duration of Contract
- Terms for Termination of Contract

*Please note, this Appendix was amended on August, 12, 2011.

APPENDIX C: Potential Community Partner Scoring Form and Rubric

Scoring Form for FTF Pre-Kindergarten Scholarship
Potential Community Partnerships

Site Name:			
Street Address:			
City:	**State:**		**Zip:**
Contact Name:		**Phone:**	
Email:			

Quality First	☐Currently Enrolled Quality First	Coach's Name:	
	☐Have applied for Quality First and will not decline an opportunity to participate		Month and Year Applied:
	☐Will apply for Quality First and will not decline an opportunity to participate		
Accredited	☐Program is currently accredited by one of the recognized accrediting bodies	*Please indicate the accrediting agency:* ☐NAEYC - National Association for the Education of Young Children ☐NAC - National Accrediting Council ☐NECPA - National Early Childhood Program Accreditation ☐AMS - American Montessori Society ☐AMI - Association Montessori International ☐ACSI - Association for Christian Schools International	

District/Charter Grantee:	**Fiscal Year:**
Completed by:	**Date:**

The process to establish community partners must be conducted each year. Potential partners must attend the "Potential Community Partner Informational Meeting" held by ADE/ECE. The ADE/ECE unit will forward each LEAs the interest forms that are filled out by potential community partners along with the scoring rubric and scoring form. Using these tools, along with the LEAs procurement process, community partners will be established. Please take into consideration the following guidelines when determining the number of community partners you wish to establish:

Number of *Full Time* Community Partner *Slots*	Number of Community Partner *Sites*
1-5	No more than 1 site
5-10	No more than 2 sites
10-15	No more than 3 sites
15-20	No more than 4 sites
20-25	No more than 5 sites
25-30	No more than 6 sites
30-35	No more than 7 sites
35-40	No more than 8 sites
40-45	No more than 9 sites
45-50	No more than 10 sites

Criteria Area	Points Possible	Potential Community Partner Score
Section C: Standards for Schools and Community Based Partners **Reporting and Annual Program Monitoring** Comments:	Excellent = 20 Satisfactory = 15 Needs Improvement = 10 Unsatisfactory = 5	
Section D and E: Implementation Standards **Enrollment Eligibility, Child Screening, Child Assessment** Comments:	Excellent = 20 Satisfactory = 15 Needs Improvement = 10 Unsatisfactory = 5	
Section F and G: Implementation Standards **Ratios and Total Group Size, Environment, Curriculum and AZ Early Learning Standards** Comments:	Excellent = 20 Satisfactory = 15 Needs Improvement = 10 Unsatisfactory = 5	
Section H: Staff Qualifications, Supervision and Professional Development Standards **Staff Qualifications** Comments:	Excellent = 20 Satisfactory = 15 Needs Improvement = 10 Unsatisfactory = 5	
Section I: Staff Qualifications, Supervision and Professional Development Standards **Supervision and Professional Development** Comments:	Excellent = 20 Satisfactory = 15 Needs Improvement = 10 Unsatisfactory = 5	
*Potential community Partners must score a minimum of 70 points to be considered for partnership.		███████
Potential Community Partner Total Score		

*For Programs that Participated the Previous Year:	
Maintenance of Full Enrollment: Community partner was able to maintain full enrollment. ☐Y ☐N	Comments:
Other Concerns or Comments:	Comments:

Scoring Rubric for FTF Pre-Kindergarten Scholarship
Potential Community Partnerships

C: Standards for Schools and Community Based Partners – Reporting, Annual Program Monitoring, Working with the Early Childhood Quality Mentor
Reporting and Annual Program Monitoring: *Monthly data and narrative reports are required by this grant. Reports are due by the 5th day of each month to the district/charter with which you are partnering. It is imperative that the data you are submitting is accurate and that the narrative reports are completed with care and thought. Annual Program Monitoring will be conducted annually by ADE.*
Working with the Early Childhood Quality Mentor: *Early Childhood Quality Mentors are assigned one per region, to provide programs with the necessary support to enact change or help maintain high quality programming. Technical assistance will be provided by the mentors but it is the programs responsibility to initiate change based on the assistance provided.*

Programs that Participated in the Previous Year	*Programs New to Participation*

Excellent:
 • Complied with all requirements including:
  o Submission of reports on/before the 5th day of each month
  o Reports accurately reflected monthly data and did not require follow up; Narrative reports were completed with care and thought
  o Programs initiated change based on technical assistance provided by ADE Early Childhood staff (Quality Mentor)
  o Program was compliant in all areas during annual program monitoring
	Excellent:
	 • Shows clear understanding of the expectation and readily agrees to comply with all requirements including:
	  o Submission of reports on/before the 5th day of each month
	  o Will ensure reports accurately reflect monthly data and will not require follow up; Narrative reports will be completed with care and thought
	   ▪ Have indicated person responsible for items above
	  o Program will initiate change based on technical assistance provided by ADE Early Childhood staff (Quality Mentor)
	  o Program will strive for full compliance during annual program monitoring

Satisfactory:
 • Complied with all requirements including:
  o Submission of reports on/before the 5th day of each month
  o Reports accurately reflected monthly data and if follow up was required it was minimal; Narrative reports were completed with care and thought but occasionally showed redundancy of information
  o Programs initiated some change based on technical assistance provided by ADE Early Childhood staff (Quality Mentor)
  o Program was compliant in all areas during annual program monitoring but required some resubmission/revision of monitored items
	Satisfactory:
	 • Shows understanding of the expectation and agrees to comply with all requirements including:
	  o Submission of reports on/before the 5th day of each month
	  o Will ensure reports accurately reflect monthly data; Narrative reports will be completed with care and thought
	  o Program is willing to initiate change based on technical assistance provided by ADE Early Childhood Staff (Quality Mentor)
	  o Program will strive for full compliance during annual program monitoring

Needs Improvement:	Needs Improvement:

- Complied with most requirements including:
    o Submission of reports on/before the 5th day of each month usually
    o Reports reflected monthly data but required some follow up; Narrative reports were occasionally completed with care and thought but most months showed redundancy of information
    o Programs were resistant to change based on technical assistance provided by ADE Early Childhood staff (Quality Mentor)
    o Program was compliant in only some areas during annual program monitoring and a plan of action was required
	- Acknowledges expectations and feels they can comply with requirements including:
	    o Submission of reports on/before the 5th day of each month
	    o Will strive to accurately reflect monthly data and narrative reports but have concerns regarding who will complete the reports
	    o Somewhat resistant to technical assistance provided by ADE and shows concern regarding monthly visits by the Quality Mentor
	    o Expresses concern regarding participating in annual program monitoring

Unsatisfactory:	Unsatisfactory:

- Compliance with requirements was not consistent:
    o Reports consistently submitted after the 5th day of each month
    o Data required follow up; Narrative reports were not completed with care and thought
    o Program was unwilling to initiate change based on technical assistance provided by ADE Early Childhood staff (Quality Mentor)
    o Program had many areas of non-compliance during annual program monitoring and did not demonstrate high quality in early care and education
	- Does not acknowledge or show understanding of expectations and it is questionable if the program can comply with requirements:
	    o Expresses concerns regarding monthly report submission
	    o Expresses concerns regarding monthly data and narrative reports
	    o Unwilling to participate in monthly technical assistance visits by the Quality Mentor
	    o Unwilling to participate in annual program monitoring

D and E: Implementation Standards – Enrollment Eligibility and Attendance, Child Screening, Child Assessment

Enrollment Eligibility and Attendance: Proof of age and legal residency must be obtained for each child. Copies of the child's birth certificate must remain in the child's file. Income eligibility must be established. This is accomplished by verifying the families' gross monthly income (pay stubs, tax returns, etc.) and determining if the families' household income is at or below 200% of the Federal Poverty Level unless otherwise specified. Copies of the documentation used to verify income must be kept in a locked cabinet and available when requested by the state.

Child Screening, Child Assessment: Hearing and Vision Screenings are required for all participating children within the first 45 days of programming.
- *A 45 day developmental screening (checklist acceptable) is required on all participating children.*
- *Formative assessment activities will be used to inform individualized instruction. All programs will be required to use the approved assessment tool, Teaching Strategies GOLD.*
    - *Each program is responsible for purchasing the on-line annual membership for each child participating in programming with this funding.*
    - *Each program is responsible for obtaining the necessary training for staff in order for them to correctly and effectively use this tool.*
    - *Each program is responsible for inputting accurate and valid data for each child participating in programming with this funding.*

Programs that Participated in the Previous Year	Programs New to Participation

Excellent:
 	
• Program **has** a system in place for documenting the collection of the required data
• Complied with all requirements including:
    ○ Verification of <u>child's age</u> and <u>legal residency</u>; copy of the child's birth certificate was present in the child's file
    ○ Family <u>income eligibility</u> was verified and clearly documented; copies of documentation used to determine income eligibility was present during annual program monitoring
    ○ <u>Hearing and vision screenings</u> were obtained for all children within the first 45 days of programming; documentation was present in the child's file
    ○ A <u>45 day developmental screening</u> (checklist acceptable) was conducted on all children; documentation was present in the child's file
    ○ An approved <u>formative assessment</u> tool was used; documentation included observations and anecdotal notes, collection of work samples and family input
    ○ The program is prepared to use the <u>new formative assessment tool</u>, Teaching Strategies Gold, and has the necessary technology in place and available to staff
	Excellent:
	
	• Program **has** a system in place that will facilitate collecting the required documentation
	• Shows clear understanding of the expectation and readily agrees to comply with all requirements including:
	    ○ Verifying <u>child's age</u> and <u>legal residency</u>; copy of child's birth certificate will be maintained in the child's file
	    ○ Determining and clearly documenting family <u>income eligibility</u>; copies of documentation used to determine income eligibility will be maintained
	    ○ <u>Hearing and vision screenings</u> will be obtained for all children within the first 45 days of programming; documentation will be maintained in the child's file
	    ○ A <u>45 day developmental screening</u> will be conducted on all children; documentation will be maintained in the child's file
	    ○ The program is prepared to use the new <u>formative assessment</u> tool, Teaching Strategies Gold and already has the necessary technology in place and available to staff

Satisfactory:	Satisfactory:
- Program **has a plan of action** to put a system in place for documenting the collection of the required data - Complied with all requirements including: - Verification of <u>child's age</u> and <u>legal residency</u>; copy of the child's birth certificate was present in the child's file - Family <u>income eligibility</u> was verified and documented; copies of documentation used to determine income eligibility was present during annual program monitoring - <u>Hearing and vision screenings</u> were obtained for all children within the first 60 days of programming (expectation is within the first 45 days); documentation was present in the child's file - A <u>developmental screening</u> (checklist acceptable) was conducted on all children within the first 60 days of programming (expectation is 45 days); documentation was present in the child's file - An approved <u>formative assessment</u> tool was used; documentation included observations and anecdotal notes and collection of work samples - The program is willing to use the <u>new formative assessment tool</u>, Teaching Strategies Gold, and is in the process of ensuring that the necessary technology is available for staff	- Program **will put in place** a system for collecting the required documentation - Shows understanding of the expectation and agrees to comply with all requirements including: - Verifying <u>child's age</u> and <u>legal residency</u>; copy of child's birth certificate will be maintained in the child's file - Determining and clearly documenting family <u>income eligibility</u>; copies of documentation used to determine income eligibility will be maintained - <u>Hearing and vision screenings</u> will be obtained for all children within the first 45 days of programming, support was requested to ensure compliance; documentation will be maintained in the child's file - A <u>45 day developmental screening</u> will be conducted on all children, support was requested to ensure compliance; documentation will be maintained in the child's file - The program is willing to use the new <u>formative assessment</u> tool, Teaching Strategies Gold and will ensure that the necessary technology is available for staff

Needs Improvement:	Needs Improvement:

• Program **will work toward** putting in place a system for collecting the required documentation
• Complied with most requirements including:
   ○ Verification of <u>child's age</u> and <u>legal residency</u>; copy of the child's birth certificate was present in the child's file
   ○ Family <u>income eligibility</u> was verified and documented; copies of documentation used to determine income eligibility *was not* maintained
   ○ <u>Hearing and vision screenings</u> were obtained for all children but *was not* within 60 days of the start of programming; documentation *was not* present in the child's file
   ○ A <u>developmental screening</u> (checklist acceptable) was conducted on all children but *was not* within 60 days of the start of programming; documentation *was not* present in the child's file
   ○ A <u>formative assessment</u> tool was used; documentation included some observations and anecdotal notes and collection of work samples
   ○ The program shows some resistance towards using the <u>new formative assessment tool</u>, Teaching Strategies Gold; technology is not readily available for staff
	• Program **will work toward** putting in place a system for collecting the required documentation
	• Acknowledges expectations and feels they can comply with requirements including:
	   ○ Verifying <u>child's age</u> and <u>legal residency</u>; copy of child's birth certificate will be maintained in the child's file
	   ○ Determining and clearly documenting family <u>income eligibility</u>; copies of documentation used to determine income eligibility will be maintained; program may require support
	   ○ <u>Hearing and vision screenings</u> will be obtained for all children within the first 45 days of programming, support will likely be required; documentation will be maintained in the child's file
	   ○ A <u>45 day developmental screening</u> will be conducted on all children, support will likely be required; documentation will be maintained in the child's file
	   ○ The program shows concerns regarding the use of the new <u>formative assessment</u> tool, Teaching Strategies Gold; technology is not readily available for staff

Unsatisfactory:	Unsatisfactory:

• Program does not wish to ask families for the required information
• Compliance with requirements was not consistent:
   ○ Verification of <u>child's age</u> and <u>legal residency</u> *was not* established or documented
   ○ Family <u>income eligibility</u> *was not* verified and documented
   ○ <u>Hearing and vision screenings</u> *were not* obtained for all children
   ○ A <u>developmental screening</u> *was not* conducted on all children
   ○ A <u>formative assessment</u> tool *was not* used; limited or no evidence of documentation (observations, anecdotal notes and collection of work samples)
   ○ The program is not willing or able to participate in using the <u>new formative assessment tool</u>, Teaching Strategies Gold
	• Program has concerns regarding requesting the required information from families
	• Does not acknowledge or show understanding of expectations and it is questionable if the program can comply with requirements:
	   ○ Unwilling to verify <u>child's age</u> and <u>legal residency</u>;
	   ○ Unwilling to determine and document family <u>income eligibility</u>
	   ○ Unwilling to obtain <u>hearing and vision screenings</u> on all children
	   ○ Unwilling to conduct a <u>45 day developmental screening</u>
	   ○ Unwilling or unable to participate in using the new <u>formative assessment</u> tool, Teaching Strategies Gold

F and G: Implementation Standards – Ratios and Total Group Size, Environment, Curriculum and AZ Early Learning Standards

*Ratio and Total Group Size Requirements: Classrooms that are comprised of **only 4-5 year olds** may not exceed a staff to child **ratio of 1 to 10**; may not exceed a **total class size of 20** children. Classrooms that are comprised of children **aged 3**, or a mixed age group consisting of a child aged 3 may not exceed a staff to child **ratio of 1 to 9**; may not exceed a **total class size of 18** children.*

Curriculum and the Arizona Early Learning Standards: Curriculum and teaching principles promote learning and development in the following domains: social and emotional, language and literacy, cognitive and physical, and are taught using effective instructional strategies. The curriculum clearly aligns with the Arizona Early Learning Standards.

Programs that Participated in the Previous Year	*Programs New to Participation*

Excellent:
• Complied with all requirements including:
    o Meeting all required teacher/child ratios as well as maintenance of total class size at all times
    o Environment clearly demonstrates high quality with clearly defined and well stocked centers
    o A formal curriculum is in place, the curriculum is designed around children's interests and needs; curriculum clearly aligns with the Arizona Early Learning Standards
    o Lesson plans are in place and being utilized; the lesson plans reflect individualized instruction in order to meet children's specific needs
    o Use of the Arizona Early Learning Standards is clearly documented and demonstrated
    o Effective instructional strategies are clearly being used
	Excellent:
	• Program already meets and maintains the required teacher/child ratios as well as total class size
	• A formal curriculum is currently in use that fully aligns with the AZ Early Learning Standards
	• Shows clear understanding of the expectation and readily agrees to comply with all requirements; upon visiting the site it appears that:
	    o The environment clearly demonstrates high quality with clearly defined and well stocked centers
	    o The curriculum is designed around children's interests and needs; curriculum clearly aligns with the Arizona Early Learning Standards
	    o Lesson plans are in place and being utilized; the lesson plans reflect individualized instruction in order to meet children's specific needs
	    o Use of the Arizona early Learning Standards is clearly documented and demonstrated
	    o Effective instructional strategies are clearly being used

Satisfactory:
• Complied with all requirements including:
    o Meeting all required teacher/child ratios as well as maintenance of total class size at all times
    o Environment clearly demonstrates high quality with clearly defined centers, most centers are well stocked
    o A curriculum is in place and designed around children's interests and needs; curriculum appears to align with the Arizona Early Learning Standards
    o Lesson plans are in place and being utilized; at times they reflect individualized instruction in order to meet children's specific needs
    o Use of the Arizona Early Learning Standards is documented and/or demonstrated
    o Effective instructional strategies are being used
	Satisfactory:
	• The program will be able to meet all required teacher/child ratios as well as maintain total class size
	• A curriculum is in place that aligns with the AZ Early Learning Standards
	• Shows understanding of the expectation and agrees to comply with all requirements; upon visiting the site it appears that:
	    o The environment clearly demonstrates high quality with clearly defined centers, most centers are well stocked
	    o The curriculum is designed around children's interests and needs; curriculum appears to align with the Arizona Early Learning Standards
	    o Lesson plans are in place and being utilized; at times they reflect individualized instruction in order to meet children's specific needs
	    o Use of the Arizona early Learning Standards is documented and/or demonstrated Effective instructional strategies are being used

Needs Improvement:	Needs Improvement:

• Complied with most requirements including:
   o Meeting required teacher/child ratios as well as maintenance of total class size most of the time
   o Environment demonstrates quality; some centers are clearly defined; some centers are well stocked
   o A curriculum is in place; curriculum somewhat aligns with the Arizona Early Learning Standards
   o Lesson plans are in place and appear to be utilized
   o Program is aware of the Arizona Early Learning Standards and uses them on occasion
   o Some ineffective instructional strategies are used, such as worksheets
	• The program may have difficulty meeting the required teacher/child ratio as well as maintenance of total class size
	• Acknowledges expectations and feels they can comply with requirements; upon visiting the site it appears that:
	   o The environment demonstrates quality; some centers are clearly defined; some centers are well stocked
	   o A curriculum is in place and somewhat aligns with the Arizona Early Learning Standards
	   o Lesson plans are in place and appear to be utilized
	   o Program is aware of the Arizona Early Learning Standards and uses them on occasion
	   o Some ineffective instructional strategies are used, such as worksheets

Unsatisfactory:	Unsatisfactory:

• Compliance with requirements was not consistent:
   o Required teacher/child ratios and maximum class size were not maintained
   o Environment does not contain centers; lack of manipulatives
   o No curriculum is in place
   o Lesson plans are not in place and/or not utilized; lesson plans are only posted for licensing
   o Program does not use the Arizona Early Learning Standards
   o Use of worksheets was predominate which is an ineffective instructional strategy
	• Required teacher/child ratios and maximum class size will be difficult or impossible to maintain
	• Does not acknowledge or show understanding of expectations; upon visiting the site it is questionable if the program can comply with requirements:
	   o Environment does not contain centers; lacks manipulatives
	   o No curriculum is in place
	   o Lesson plans are not in place and/or not utilized; lesson plans are only posted for licensing
	   o Program does not use the Arizona Early Learning Standards
	   o Use of worksheets is predominate which is an ineffective instructional strategy

Please Note:

Worksheets are **NOT** an Effective Instructional Strategy for young children. Teachers need to determine the goal of the worksheet or the standard it is addressing and convert it into an active learning opportunity.

H: Staff Qualifications, Supervision and Professional Development Standards - Staff Qualifications
Staff Qualifications: FTF pre-kindergarten providers employ and support a teaching staff that has the education qualifications, knowledge, and professional commitment necessary to promote children's learning and development and to support families' diverse needs and interests.

Programs that Participated in the Previous Year	*Programs New to Participation*

Excellent:
 • Meets all requirements including:
    o Director/Administrator (those responsible for direct supervision of the program staff) holds at a minimum a bachelors degree in Early Childhood, Child Development and Family Studies, or Early Childhood Special Education; or hold a principal's certificate through ADE
    o Teacher holds a bachelor's degree in Early Childhood, Child Development or Elementary Education with an endorsement in early childhood
    o Teaching Assistant has a Child Development Associate Credential (CDA) or an associate's degree in Early Childhood Education or Child Development
	Excellent:
	 • Shows clear understanding of the expectation and meets all requirements including:
	    o Director/Administrator (those responsible for direct supervision of the program staff) holds at a minimum a bachelors degree in Early Childhood, Child Development and Family Studies, or Early Childhood Special Education; or hold a principal's certificate through ADE
	    o Teacher holds a bachelor's degree in Early Childhood, Child Development or Elementary Education with an endorsement in early childhood
	    o Teaching Assistant has a Child Development Associate Credential (CDA) or an associate's degree in Early Childhood Education or Child Development

Satisfactory:
 • Meets most requirements including:
    o Director/Administrator (those responsible for direct supervision of the program staff) holds at a minimum a bachelors degree in an unrelated field and is currently enrolled in a program to obtain a degree in Early Childhood, Child Development and Family Studies, Early Childhood Special Education, or educational leadership with the intent of pursuing a principal's certificate through ADE; a waiver and action plan is in place with consistent progress being demonstrated
    o Teacher holds at a minimum an Associate's degree in Early Childhood or Child Development, and is currently enrolled in an approved bachelor's degree program leading to early childhood certification; a waiver and action plan is in place with consistent progress being demonstrated
    o Teaching Assistant has a Child Development Associate Credential (CDA) or an associate's degree in Early Childhood Education or Child Development or is currently enrolled in a program to meet these requirements; a waiver and action plan is in place with consistent progress being demonstrated
	Satisfactory:
	 • Shows understanding of the expectation and is prepared to meet requirements including:
	    o Director/Administrator (those responsible for direct supervision of the program staff) holds at a minimum a bachelors degree in an unrelated field and is currently enrolled in a program to obtain a degree in Early Childhood, Child Development and Family Studies, Early Childhood Special Education, or educational leadership with the intent of pursuing a principal's certificate through ADE; a waiver and action plan will be put in place and will demonstrate consistent progress
	    o Teacher holds at a minimum an Associate's degree in Early Childhood or Child Development, and is currently enrolled in an approved bachelor's degree program leading to early childhood certification; a waiver and action plan will be put in place and will demonstrate consistent progress
	    o Teaching Assistant has a Child Development Associate Credential (CDA) or an associate's degree in Early Childhood Education or Child Development or is currently enrolled in a program to meet these requirements; a waiver and action plan will be put in place and will demonstrate consistent progress
	 • Although the program staff does not meet the qualifications set forth by this grant they will seek a waiver and implement a written action plan to demonstrate consistent progress towards the qualifications; Staff is currently enrolled in a program to obtain these qualifications

Needs Improvement:	Needs Improvement:
• Meets some requirements including: 　○ Director/Administrator (those responsible for direct supervision of the program staff) does not hold, at a minimum, a bachelors degree in an unrelated field but is currently enrolled in a program to obtain a degree in Early Childhood, Child Development and Family Studies, or Early Childhood Special Education; a waiver and action plan is in place with progress being demonstrated 　○ Teacher holds at a minimum an associate's degree in Early Childhood or Child Development, and is looking at enrolling in an approved bachelor's degree program leading to early childhood certification; a waiver and action plan is in place with progress being demonstrated 　○ Teaching Assistant is currently enrolled in a program to obtain a Child Development Associate Credential (CDA) or an associate's degree in Early Childhood Education or Child Development; a waiver and action plan is in place with progress being demonstrated	• Acknowledges expectations and is willing to work towards meeting requirements including: 　○ Director/Administrator (those responsible for direct supervision of the program staff) does not hold, at a minimum, a bachelors degree in an unrelated field but is currently enrolled in a program to obtain a degree in Early Childhood, Child Development and Family Studies, or Early Childhood Special Education; a waiver and action plan will be put in place and progress will be demonstrated 　○ Teacher holds at a minimum an associate's degree in Early Childhood or Child Development, and is looking at enrolling in an approved bachelor's degree program leading to early childhood certification; a waiver and action plan will be put in place and progress will be demonstrated 　○ Teaching Assistant is currently enrolled in a program to obtain a Child Development Associate Credential (CDA) or an associate's degree in Early Childhood Education or Child Development; a waiver and action plan will be put in place and progress will be demonstrated • Although the program staff does not meet the qualifications set forth by this grant they will seek a waiver and will establish a written action plan to demonstrate progress towards the qualifications; Staff will enroll in a program to obtain these qualifications
Unsatisfactory:	**Unsatisfactory:**
• Does not meet requirements: 　○ Director/Administrator (those responsible for direct supervision of the program staff) does not hold, at a minimum, a bachelors degree and is not interested in pursuing further education in order to meet this requirement; a waiver may be in place but no there is no action plan 　○ Teacher does not hold, at a minimum, an associate's degree and is not interested in pursuing further education in order to meet this requirement; a waiver may be in place but no there is no action plan 　○ Teaching Assistant does not currently hold nor is enrolled in a program to obtain a Child Development Associate Credential (CDA) or an associate's degree in Early Childhood Education or Child Development and is not interested in pursuing further education in order to meet this requirement; a waiver may be in place but no there is no action plan	• Does not acknowledge or show understanding of expectations and does not appear to be willing to meet requirements: 　○ Director/Administrator (those responsible for direct supervision of the program staff) does not hold, at a minimum, a bachelors degree and is not interested in pursuing further education in order to meet this requirement 　○ Teacher does not hold, at a minimum, an associate's degree and is not interested in pursuing further education in order to meet this requirement 　○ Teaching Assistant does not currently hold nor is enrolled in a program to obtain a Child Development Associate Credential (CDA) or an associate's degree in Early Childhood Education or Child Development and is not interested in pursuing further education in order to meet this requirement • Program staff does not meet the qualifications set forth by this grant and will seek a wavier; implementation of an action plan may not be possible due to staff resistance towards pursuing further education

I: Staff Qualifications, Supervision and Professional Development Standards – Supervision and Professional Development
Supervision and Professional Development: All program personnel receive professional development and demonstrate competency on the use of the Arizona Early Learning Standards. Teaching staff shall receive a minimum of 18 documented hours of professional development per year. The 18 hours of professional development will align with staff needs around the AZ Early Learning Standards, kindergarten transitions, inclusion of children with disabilities and based on recommendations by ADE mentors, FTF coaches and or the sites Quality Improvement Plan.

Programs that Participated in the Previous Year	*Programs New to Participation*

Excellent:
• Complied with all requirements including:
   o Program personnel receive regular, high quality, professional development opportunities
   o Program personnel demonstrate competency on the use of the Arizona Early Learning Standards
   o Program personnel have participated in professional development on the Arizona Early Learning Standards
   o Program will continue to offer professional development opportunities to address areas of need such as kindergarten transition, inclusion of children with disabilities or areas recommended by Quality Mentors, FTF coaches, or their Quality Improvement Plan
   o A current plan is in place that reflects program improvement and individual staff needs are addressed; this plan has been communicated to all staff
	Excellent:
	• Shows clear understanding of the expectation and readily agrees to comply with all requirements including:
	   o Providing program personnel with regular, high quality, professional development opportunities
	   o Support program personnel in demonstrating competency on the use of the Arizona Early Learning Standards
	   o Professional development opportunities will include the Arizona Early Learning Standards modules and other areas of need such as kindergarten transition, inclusion of children with disabilities or areas recommended by Quality Mentors, FTF coaches, or their Quality Improvement Plan
	   o A current plan is in place that reflects program improvement and individual staff needs are addressed; this plan is communicated to all staff

Satisfactory:
• Complied with all requirements including:
   o Program personnel receive regular, high quality professional development opportunities
   o Program personnel demonstrate some competency on the use of the Arizona Early Learning Standards
   o Program personnel have received opportunities to participate in professional development on the Arizona Early Learning Standards
   o Program will continue to offer professional development opportunities on the Arizona Early Learning Standards and other areas of need recommended by Quality mentors, FTF coaches or their Quality Improvement Plan
	Satisfactory:
	• Shows understanding of the expectation and agrees to comply with all requirements including:
	   o Providing program personnel with regular, high quality, professional development opportunities
	   o Support program personnel in demonstrating competency on the use of the Arizona Early Learning Standards
	   o Providing program personnel opportunities to participate in professional development on the Arizona Early Learning Standards and other areas of need recommended by Quality Mentors, FTF coaches or their Quality Improvement Plan

Needs Improvement:	Needs Improvement:
- Complied with most requirements including: - Program personnel receive some professional development opportunities - Program personnel have received opportunities to participate in professional development on the Arizona Early Learning Standards but have not taken advantage of these opportunities - Program personnel *does not* demonstrate competency on the use of the Arizona Early Learning Standards	- Acknowledges expectations and feels they can comply with requirements including: - Providing program personnel with some professional development opportunities - Providing program personnel with information on how to participate in professional development on the Arizona Early Learning Standards
Unsatisfactory:	Unsatisfactory:
- Compliance with requirements was not consistent:: - Program personnel receive few or no professional development opportunities - Program personnel have not participated in professional development on the Arizona Early Learning Standards	- Does not acknowledge or show understanding of expectations and it is questionable if the program can comply with requirements: - Program personnel receive few or no professional development opportunities - Program personnel will not be encouraged to participate in professional development on the Arizona Early Learning Standards

Appendix D: USFR Chart of Accounts and Expense Classifications

(Further information may be obtained from the Chart of Accounts in the USFR for Arizona School Districts or USFRCS for Arizona Charter Schools)

OBJECT CODE	OBJECT NAME	INSTRUCTION 1000	SUPPORT SERVICES 2100, 2200, 2600,2700	SUPPORT SERVICES ADMINISTRATION 2300, 2400, 2500, 2900	OPERATION OF NON-INSTRUCT. SERVICES 3000	FACILITIES ACQUISITION & CONSTRUCTION 4000	Debt Service 5000
6100	Salaries	Teachers/Project Director, Teachers, Coaches, Tutors, Substitute Teachers, P.E. Teachers, Speech Teachers, Teacher's Aides, Reading Specialists Classroom Paraprofessional (Para Pros) *Anything Considered Direct Instruction*	**Stipends, (for teachers above & beyond teaching)** Librarians Counselors Audiovisual, Curriculum Consultants, Program Evaluators, Audiologists, Psychologists, Social Workers, Nurses, Attendance Personnel, Record Clerks, Bus Drivers, Maintenance Workers, Security, Speech Pathologists, Instructional Staff Trainers, Janitors, Custodians, Printers/Publishers, Tutors, Monitors bus. *2213: Providing substitute teachers in the classroom (while regular teachers attend training)	Researchers, Public Relations, Superintendent, Principals, Project Directors, Clerical, Purchasers, Personnel, Governing Board, Accounting, Human Resources, Printers/Publishers, Budgeting, Lobbyists, Warehousing, Staff Trainers, Data Processing	Cooks, Bookstore Staff, Dieticians	School Staff doing in-house construction	
6200	Employee Benefits	Benefits	Benefits	Benefits	Benefits	Benefits	
6300	Purchased Professional Services	Contracted Teachers, Contracted Substitutes – *to replace teacher during a regular instructional day*. (Not an employee)	Contracted-Consultants, Counselors, Therapists, Dentists, Doctors, Instructional Staff Trainers, Tuition, In-service/ADE Training, Conf. Registration, Stipends *6360: Employee Training and Professional Development Services training costs for personnel listed in Support Services Obj. 6100	Auditors, Lawyers, Accountants, Staff Trainers *6360: Employee Training and Professional Development Services – Training cost for personnel listed in Support Services- Admin Obj. 6100		Architects, Engineers	
6400	Purchased Property Services	Rental of Instruction Equipment	Utility Services, Cleaning Services, Repair and Maintenance Services, Rentals, Other Property Services	Rental Equipment and Vehicles, Other property Services	Rentals	Construction Services	
6500	Other Purchased Services	Miscellaneous Services, Non-Student Travel, Tuition, Communications Telephone & Internet *Funding for Community Partners (considered tuition)*	Advertising, Student Transportation Services, Printing and Binding, Insurance, Misc. Services, Communications Telephone & Internet, Internet Fees, Student Travel (Includes Field Trip Trans), Bus tokens, Student Incentives, Mileage, Per Diem, Teacher site to site travel	Other Communications, Travel, Postage	Bookstore Management, Food Service Management, Travel	Travel	
6600	Supplies	General Supplies, Library Books, Textbooks, and Periodicals, Instructional Aids **(including Instructional Software),** Internet fees-Site Licenses *Snacks that coincide with the Pre-K Curriculum*	General Supplies, Energy, Books, Library Books and Periodicals, Testing Materials *Obj. 6650: Supplies – Technology- Related (Ex. Diskettes, parallel cables, and monitor stands) *Preschool Student Assessment Tools*	General Supplies, Books and Periodicals (Including software) *Obj. 6650: Supplies-Technology-Related- (Ex. Diskettes, parallel cables, and monitor stands)	General Supplies, Energy, Food	General Supplies	
6800	Other Expenses	Dues and Fees, Misc., Field trip entrance fees *Obj 6890 Miscellaneous Expenditures *Food for Pre-K program if contracted w/food service*	Dues and Fees, non-payroll taxes *Obj. 6890 Miscellaneous Expenditures *Accreditation Fees* *Licensing Fees* *TB Testing Fees*	Misc. Judgments, Dues & Fees	Miscellaneous	Miscellaneous	Interest

	To eliminate clarification requests and rejections, please be specific when entering line item descriptions. **If you have any questions about coding a specific expenditure, please call before submitting the application or amendment. Several examples of required information are listed below.**
Salaries	List the total number of FTEs or portion of FTE and the position title(s) (e.g., 3 FTE Teachers 1.5 FTE Teachers Aides, etc.).
Benefits	Indicate the FTEs, percentage that benefits are calculated at and benefits included (e.g., FICA, retirement, medical insurance, etc.).
Instruction: Purchased Professional Services	Include purpose of the service to be provided (e.g., external consultant to lead staff development workshops in student assessment, etc.).
Instruction: Other Purchased Services	Indicate Community Partner funding in its entirety and specify the number of children to be served, if the children are part day or full day, and the number of months that services will be provided.
Instruction: Supplies	List examples of the supplies and materials that will be purchased. (e.g., classroom books, music CD's, puzzles, attribute blocks, puppets, etc.) The list of supplies should clearly show what the funding at this line item will purchase. If basic supplies are being purchased for several classrooms please indicate the number of classrooms that will be provided for. Healthy snacks for the preschool classroom that coincide with your curriculum are placed here.
Support Services: Purchased Professional Services	Workshops or trainers brought to the school/charter need to be listed here. Include the number of staff that will benefit from the training/workshop, the cost of the trainer, and the number of days the trainer will be providing services. Conferences must be within the state of Arizona. Include the number of participants, cost of registration and name of the conference they will be attending.
Support Services: Supplies	Preschool Student Assessment tools. List the tool to be purchased and the number of students that will benefit from the purchase of this tool.
Support Services: Other Expenses	DHS and Accreditation fees. Indicate the number of sites for DHS Licensing. Indicate the number of sites and which accrediting body you are seeking accreditation through. If both fees are included please delineate the cost of each.
Capital or Fixed Assets	Do not use terms such as Misc. replacement items. Items with a 1 year or longer life expectancy (not including books or instructional software) need to be listed individually. Examples of items that should be under capital include, sand and water tables, easels, dramatic play furniture, listening centers, computers, etc.

APPENDIX E: Legal Residency

1-502. Eligibility for state or local public benefits; documentation; violation; classification; citizen suits; definition

A. Notwithstanding any other state law and to the extent permitted by federal law, any agency of this state or a political subdivision of this state that administers any state or local public benefit shall require each person who applies for the state or local public benefit to submit at least one of the following documents to the entity that administers the state or local public benefit demonstrating lawful presence in the United States:

1. An Arizona driver license issued after 1996 or an Arizona non-operating identification license.
2. A birth certificate or delayed birth certificate issued in any state, territory or possession of the United States.
3. A United States certificate of birth abroad.
4. A United States passport.
5. A foreign passport with a United States visa.
6. An I-94 form with a photograph.
7. A United States citizenship and immigration services employment authorization document or refugee travel document.
8. A United States certificate of naturalization.
9. A United States certificate of citizenship.
10. A tribal certificate of Indian blood.
11. A tribal or bureau of Indian affairs affidavit of birth.

B. For the purposes of administering the Arizona health care cost containment system, documentation of citizenship and **legal residence** shall conform with the requirements of title XIX of the social security act.

C. To the extent permitted by federal law, an agency of this state or political subdivision of this state may allow tribal members, the elderly and persons with disabilities or incapacity of the mind or body to provide documentation as specified in section 6036 of the federal deficit reduction act of 2005 (P.L. 109-171; 120 Stat. 81) and related federal guidance in lieu of the documentation required by this section.

D. Any person who applies for state or local public benefits shall sign a sworn affidavit stating that the documents presented pursuant to subsection A are true under penalty of perjury.

E. Failure to report discovered violations of federal immigration law by an employee of an agency of this state or a political subdivision of this state that administers any state or local public benefit is a class 2 misdemeanor. If that employee's supervisor knew of the failure to report and failed to direct the employee to make the report, the supervisor is guilty of a class 2 misdemeanor.

F. This section shall be enforced without regard to race, color, religion, sex, age, disability or national origin.

G. Any person who is a resident of this state has standing in any court of record to bring suit against any agent or agency of this state or its political subdivisions to remedy any violation of any provision of this section, including an action for mandamus. Courts shall give preference to actions brought under this section over other civil actions or proceedings pending in the court.

H. For the purposes of this section, "state or local public benefit" has the same meaning prescribed in 8 United States Code section 1621, except that it does not include commercial or professional licenses or benefits provided by the public retirement systems and plans of this state.

Appendix F: Early Childhood Education Certificate and Endorsement

Changes in Early Childhood Certification and Endorsement

In 2004 the AZ State Board of Education approved an Early Childhood Teaching Certificate and Endorsement for state funded preschool and kindergarten teachers which was meant to be fully implemented on July 1, 2009.

In spring of 2008, ADE staff ascertained that our state was only at 46% compliance for preschool teachers and at 49% for kindergarten teacher compliance.

December 8, 2008, The State Board of Education voted to accept two significant changes to the Early Childhood Certification/Endorsement Rule Language that were recommended by the Certification Advisory Committee.

1. **Implementation date for ECE Certification and Endorsement will be postponed from July 1, 2009 to July 1, 2012** (R7-2-608 & R7-2-615)

2. **Additional board rule language now stipulates that a passing score on the early childhood professional knowledge portion of the Arizona Educator Proficiency Assessment may be substituted for the 21 semester hours of early childhood education coursework required to obtain the ECE Endorsement (R7-2-615).**

The full version of the adopted language can be found at:
http://www.ade.state.az.us/stateboard/agendaitems/Item5-HI-EarlyChildhoodCertificateandEndorsement.pdf

It is strongly recommended that Administrators implement the following timeline to ensure compliance by 2012.

2009	25% of ECE educators in preschool and kindergarten are in compliance with R7-2-608
2010	50% of ECE educators in preschool and kindergarten are in compliance with R7-2-608
2011	75% of ECE educators in preschool and kindergarten are in compliance with R7-2-608
2012	100% of ECE educators in preschool and kindergarten are in compliance with R7-2-608

Please refer to the Arizona Department of Education ~ Early Childhood Education website for coursework availability, State Board Approved ECE Programs and implementation guidance. http://www.ade.state.az.us/earlychildhood/

R7-2-612. Other Teaching Certificates

I. Provisional Early Childhood Education Certificate - birth through age eight

1. By July 1, 2009, either a provisional or a standard early childhood education certificate will be required for individuals teaching in public school early childhood education programs, except as provided in R7-2-610 or in R7-2-613(L). For individuals teaching in grades 1 - 3, this certificate is optional, but recommended.

2. For the purposes of this rule, public school early childhood education programs are defined as education programs provided by local education agencies, including their sub-grantees and contracted providers, for children birth through age 8 for the purpose of providing academically and developmentally appropriate learning opportunities that are standards-based with defined curriculum and comprehensive in content to include all appropriate developmental and academic areas as defined by the Arizona Early Childhood Education Standards or the Arizona K-12 Academic Standards approved by the Board. The Arizona Early Childhood Education Standards: Arizona Department of Education, 1535 West Jefferson, Phoenix, AZ 85007, were adopted by the State Board of Education in June 2003 and the Arizona K-12 Academic Standards: Arizona Department of Education, 1535 West Jefferson, Phoenix, AZ 85007, were adopted by the State Board of Education as follows: Arts, April 1997; Comprehensive Health/PE, April 1997; Foreign and Native Language, April 1997; Mathematics, March 2003; Reading, March 2003; Science, May 2004; Social Studies, March 2000; Technology, September 2000; Workplace Skills, March 1997; and Writing, June 2004, are incorporated by reference and are on file with the Arizona Department of Education and the Office of the Secretary of State. This incorporation by reference contains no further editions or amendments. Copies of the incorporated material are available for review at Arizona Department of Education, 1535 West Jefferson, Phoenix, AZ 85007 or on the Arizona Department of Education website at www.ade.az.gov/standards. Public school early childhood education programs include, but are not limited to, half day and full day kindergarten programs, Early Childhood Block Grant programs pursuant to A.R.S. §15-1251, Family Literacy Programs for preschool children pursuant to A.R.S. §15-191.01, and public school-administered early childhood education programs funded in whole or part with federal funds, such as the Head Start or Even Start programs, provided nothing in these rules conflict with the terms of the federal grant. Extended day child care programs provided by local

educational agencies are not considered early childhood education programs for purposes of this rule unless the program meets the definition of a public school early childhood education program set forth above.

3. This certificate is valid for two years and is not renewable.

4. The requirements are:
> a. A Bachelor's degree; and
> b. One of the following:

i. Completion of a teacher preparation program in early childhood education from an accredited institution or a teacher preparation program approved by the Board; or

ii. Early childhood education coursework and practicum experience which teaches the knowledge and skills described in R7-2-602 and includes both of the following:

(1) 37 semester hours of early childhood education courses to include all of the following areas of study:

a. foundations of early childhood education;
b. child guidance and classroom management;
c. characteristics and quality practices for typical and atypical behaviors of young children;
d. child growth and development, including health, safety and nutrition;
e. child, family, cultural and community relationships;
f. developmentally appropriate instructional methodologies for teaching language, math, science, social studies and the arts;
g. early language and literacy development;
h. assessing, monitoring and reporting progress of young children; and

(2) A minimum of 8 semester hours of practicum, including:

a. A minimum of 4 semester hours in supervised field experience, practicum, internship or student teaching setting serving children birth – preschool. One year of full-time verified teaching experience with children in birth – preschool may substitute for this student teaching experience. This verification may come from a school-based education program or center-based program licensed by the Department of Health Services or regulated by tribal or military authorities; and
b. A minimum of 4 semester hours in a supervised student teaching setting serving children in kindergarten - grade 3. One year of full-time verified teaching experience with children in kindergarten – grade 3 in an accredited school may substitute for this student teaching experience.

iii. A valid early childhood education certificate from another state.

c. A valid Fingerprint Clearance Card issued by Arizona DPS; and
d. A passing score on the professional knowledge portion of the Arizona Educator Proficiency Assessment once that portion of the AEPA is adopted by the Board; and
e. A passing score on the early childhood subject knowledge portion of the Arizona Educator Proficiency Assessment once that portion of the AEPA is adopted by the Board.

J. Standard Early Childhood Education Certificate - birth through age eight

1. By July 1, 2009, either a provisional or a standard early childhood education certificate will be required for individuals teaching in public school early childhood education programs, except as provided in R7-2-610 or in R7-2-613(L). For individuals teaching in grades 1 - 3, this certificate is optional, but recommended.

2. This certificate is valid for six years.

3. The requirements are:

> a. Qualification for the Provisional Early Childhood Education Certificate, except as provided in R7-2-612(J)(4); and
> b. Two years of verified teaching experience with children birth through age eight of grade three in a school-based education program or center-based program licensed by the Department of Health Services or regulated by tribal or military authorities.

4. An individual may also qualify for a standard Early Childhood Education Certificate if the individual:

a. Holds current National Board Certification in Early Childhood; and
b. Holds a valid fingerprint Clearance Card issued by DPS.

R7-2-613. Endorsements

L. Early Childhood Education Endorsement – birth through age eight

1. An early childhood endorsement is optional, but recommended for individuals teaching in public school early childhood education programs who are not otherwise certified in early childhood education. When combined with an Arizona elementary education teaching certificate or an Arizona special education teaching certificate, it may be used in lieu of a standard early childhood education certificate as described in R7-2- 612(I).

2. An endorsement shall be automatically renewed with the certificate on which it is posted.

3. The requirements are:

   a. A valid Arizona elementary education teaching certificate as provided in R7-2-608 or a valid Arizona special education teaching certificate as provided in R7-2-610.
   b. Early childhood education coursework and practicum experience which includes both of the following:

i. 21 semester hours of early childhood education courses to include all of the following areas of study:
   (1) foundations of early childhood education;
   (2) child guidance and classroom management;
   (3) characteristics and quality practices for typical and atypical behaviors of young children;
   (4) child growth and development, including health, safety and nutrition;
   (5) child, family, cultural and community relationships;
   (6) developmentally appropriate instructional methodologies for teaching language, math, science, social studies and the arts;
   (7) early language and literacy development;
   (8) assessing, monitoring and reporting progress of young children; and

ii. A minimum of 8 semester hours of practicum including:
   (1) A minimum of 4 semester hours in a supervised field experience, practicum, internship or student teaching setting serving children birth-preschool. One year of full-time verified teaching experience with children in birth-preschool may substitute for this student teaching experience. This verification may come from a school-based education program or center-based program licensed by the Department of Health Services or regulated by tribal or military authorities; and
   (2) A minimum of 4 semester hours in a supervised student teaching setting serving children in kindergarten-grade 3. One year of fulltime verified teaching experience with children in kindergarten – grade 3 in an accredited school may substitute for this student teaching experience.

   c. A valid Fingerprint Clearance Card issued by Arizona DPS; and
   d. A passing score on the early childhood subject knowledge portion of the Arizona Educator Proficiency Assessment once that portion of the AEPA is adopted by the Board.

4. Teachers with a valid Arizona elementary education certificate or Arizona special education certificate as of July 1, 2006 meet the requirements of this section with evidence of the following:

   a. A minimum of three years infant/toddler, preschool or kindergarten - grade 3 classroom teaching experience within 10 years prior to July 1, 2009, and
   b. A passing score on the early childhood subject knowledge portion of the Arizona Educator Proficiency Assessment once that portion of the AEPA is adopted by the Board.

Appendix G: Transition to Kindergarten

Helping children and their families make the transition to kindergarten involves a year-long planning process and an array of transition practices that meet the needs of the families, schools, and community.

Elements of a Kindergarten Transition Plan

Type of Connection	Transition Activity
Child-School	- Preschool children visit a K classroom - Preschool children participate in a school-wide activity (assemblies) - Informal playground and popsicle nights to familiarize children with the kindergarten playground - Preschool children practice kindergarten rituals (special K stories, songs, photo books, etc.) - Preschool children attend a spring orientation about kindergarten - Preschool children visit the specific kindergarten class they anticipate attending in the next school year
Family-School	- Periodic contact with family to ensure that they are aware of upcoming activities - Family participation in classroom and school events - Family meetings about transition issues (concerns, questions about the K experience) - Parents of preschool children attend an orientation about kindergarten - Individual meetings are held with parents of a preschool children to discuss and share kindergarten information - Kindergarten teachers meet with the preschoolers and his/her family before the start of the school year - Kindergarten parents attend an orientation about kindergarten
School-School	- Kindergarten teacher visits the preschool classroom - Kindergarten and preschool teachers meet to discuss curriculum (vertical alignment of standards) - Kindergarten and preschool teachers meet to discuss and share information regarding specific children (such as children receiving special education services) - Written records of children's preschool experiences are shared with the next years teacher - Preschool teacher visits the kindergarten classroom - Kindergarten visit the preschool classroom
Community Engagement	- All students entering kindergarten are screened to identify those most at risk - Kindergarten students found at risk follow the same RTI procedures as in other grades

Steps to creating a Kindergarten Transition Process:

- *Form a collaborative team* – preschool teachers, kindergarten teachers, families, principals, parents, community partners
    - o This team will facilitate the kindergarten transition process by arranging team meetings, establishing priorities, developing and implementing the transition plan and activities.
- *Identify a Transition Coordinator/Designated Leader*
    - o This person will provide continuity and will coordinate the transition activities.
- *Create Goals and Objectives*
- *Create a Timeline*
    - o Start with activities already in place. Include activities over the entire school year – not just the end of the school year or once the children have already entered kindergarten.
- *Create a Written Policy and Procedure*
    - o This will facilitate the transition process will foster continuity for children and families.
- *Implement Transition Practices*
- *Evaluate and Revise*
    - o An on-going process, discover what works and what doesn't.

Sample Kindergarten Transition Plan

Step 1: Identify committee team members and their affiliation, designate a leader, and discuss committee transition goals.

Committee Members	Affiliation
Sara Rudolph	Elementary School Principal
Jeff Smith	Community Partner Director
David Lewis	Parent
Laura Bowden	Preschool Teacher
Bill Jones	Kindergarten Teacher

Designated Leader: Laura Bowden

Transition Committee Goals:
1. Support children being ready for school.
2. Help families know more about what they can do at home to help children be ready for school.
3. Get community more involved with children.

Step 2: Complete matrix with current transition activities practiced in your community, deciding what type of connection it fosters and the focus of the activity. You may have some blank boxes.

Type of Connection	Sharing Information	Building Relational Supports	Fostering Continuity Between Settings
Child-School	Preschool teachers talk and read books about kindergarten	Through home visits, children meet their kindergarten teacher before school starts	Preschool children practice some kindergarten rules and routines toward the end of the preschool year
Family-School	Family receives a general letter about kindergarten before school starts Preschool teachers provide families with information about the elementary expectations, procedures	Elementary school holds a parent orientation for incoming students before school starts, so parents can get to know their children's teachers	Parents are given a set of activities to do with children over the summer prior to their kindergarten year
School-School	Preschool teacher discusses child's strengths and challenges with kindergarten teacher	Preschool directors meet to discuss common ways to support children Preschool and elementary personnel develop early learning standards together	Preschool directors meet to discuss common ways to support children Preschool and elementary personnel develop early learning standards together
School-Community	School makes kindergarten registration announcement in the local newspaper and via flyers posted at the community center		

Step 3: Based on your goals and activities you have identified, brainstorm up to four activities that could either address areas in need or intensify areas already focused on. Consider the type of connection, type of activity, when in the year they would occur, who needs to be involved to make them happen, possible barriers and who is responsible for follow-up.

Type of connection and type of activity	Activity	When does practice occur?	Who Needs to be Involved?	Potential Barriers	Who is responsible for follow-up?
Family-School (Information sharing)	Provide more specific information about beginning of school expectations and ways parents can prepare children for this	End of preschool, summer before kindergarten	Office staff for mailings and addresses	Information not up-to-date until kids start K	Laura
School- Community (Building relational supports)	Work with current team to identify and engage community members in schools through volunteering	On-going	Community team, schools	Finding a process that works	Jeff
Family-School (Fostering continuity between settings)	Coordinate between preschool and kindergarten ways to orient parents to the setting and upcoming change. This could be through enhanced orientations, tours, field trips	End of preschool, summer before kindergarten	Preschool and elementary teachers, families	If it is during the school day, fewer parents can participate	David

Step 4: Evaluate the transition plan for strengths and weaknesses. Use this information to help determine your goals and objectives for the next year as well as in planning activities.

A copy of the sample Kindergarten Transition Plan as well as a blank Kindergarten Transition Plan can be found on the Arizona Department of Education website under Early Childhood Programs, Resources for Parents and Teachers. www.ade.az.gov/earlychildhood/

APPENDIX H: FTF Pre-Kindergarten Scholarship Grant Timeline

	June	July	August
Summer	**June** • LEAs completes grant application in the Grants Management System (deadline June 30) • LEAs receives potential community partner interest forms from ADE/ECE • LEAs scores interest forms using provided rubric; schedules site visits; proceeds with procurement process to select partners • *Community Partners - Submit required data to LEAs* • *LEAs – Submit required data to ADE*	**July** • Fiscal Year begins July 1 • Finalize community partner selections and submit decisions to ADE/ECE • Letters informing community partners if they were selected for partnership sent by ADE/ECE • LEAs finalize contracts/letters of agreement with community partners • Enroll eligible children • ***Attend mandatory Data and Reporting Meeting sponsored by ADE/ECE*** • **Purchase Teaching Strategies GOLD subscriptions** • Conduct a meeting with all community partners to establish needs, dates for shared professional development, LEAs invoicing procedures, other LEAs specific requirements • Completion Report from prior Fiscal Year due within 45 days of completion of the program • *Community Partners - Submit required data to LEAs* • *LEAs – Submit required data to ADE*	**August** • Programs begin • Maintain waiting list of children who cannot be served at this time • Establish schedule to complete hearing and vision screenings within the first 45 days of programming • Ensure teachers are provided with and aware of 45 day developmental screening requirement (checklist acceptable) • Establish trainings that will be needed and set training schedule • Offer a Family Information Night • **Establish OPM baseline data for all children** • Establish Kindergarten Transition Team • Submit Completion Report from prior Fiscal Year within 45 days of completion of the program (August 15) • *Community Partners - Submit required data to LEAs* • *LEAs – Submit required data to ADE*

Fall	**September** • Complete hearing and vision screenings • Begin referral process for children who show developmental delays • Coordinate and Implement K Transition Activities (on-going) • Classroom Observations • Determine opportunities for Quality Improvement • Maintain and utilize OPM data • *Community Partners - Submit required data to LEAs* • *LEAs – Submit required data to ADE* •	**October** • Classroom Observations • Determine opportunities for Quality Improvement/Implement change – program improvement • Offer workshops/trainings • K Transition Activities (on-going) • Maintain maximum class size • Maintain and utilize OPM data **(Teaching Strategies GOLD Checkpoint 1)** • *Community Partners - Submit required data to LEAs* • *LEAs – Submit required data to ADE* •	**November** • Classroom Observations • Determine opportunities for Quality Improvement/ Implement change – program improvement • Offer workshops/trainings • K Transition Activities (on-going) • Maintain maximum class size • Maintain and utilize OPM data • *Community Partners - Submit required data to LEAs* • *LEAs – Submit required data to ADE*
Winter	**December** • Classroom Observations • Determine opportunities for Quality Improvement/Implement change – program improvement • Maintain maximum class size • Maintain and utilize OPM data • *Community Partners - Submit required data to LEAs* • *LEAs – Submit required data to ADE*	**January** • Classroom Observations • Determine opportunities for Quality Improvement/Implement change – program improvement • Offer workshops/trainings • K Transition Activities (on-going) • Maintain maximum class size • Maintain and utilize OPM data • Annual Program Monitoring Begins • *Community Partners - Submit required data to LEAs* • *LEAs – Submit required data to ADE*	**February** • Classroom Observations • Determine opportunities for Quality Improvement/Implement change – program improvement • Offer workshops/trainings • K Transition Activities (on-going) • Maintain maximum class size • Maintain and utilize OPM data **(Teaching Strategies GOLD Checkpoint 2)** • Annual Program Monitoring • *Community Partners - Submit required data to LEAs* • *LEAs – Submit required data to ADE*

Spring	**March** • Classroom Observations • Determine opportunities for Quality Improvement/Implement change – program improvement • Offer workshops/trainings • K Transition Activities (on-going) • Maintain maximum class size • Maintain and utilize OPM data • Annual Program Monitoring • *Community Partners - Submit required data to LEAs* • *LEAs – Submit required data to ADE*	**April** • **LEAs Initial information meeting sponsored by ADE/ECE** • Proposals completed and submitted to ADE/ECE with requested funding for the upcoming fiscal year • Classroom Observations • Determine opportunities for Quality Improvement/Implement change – program improvement • Offer workshops/trainings • K Transition Activities (on-going) • Maintain maximum class size • Maintain and utilize OPM data • Annual Program Monitoring • *Community Partners - Submit required data to LEAs* • *LEAs – Submit required data to ADE*	**May** • Award Letters emailed to LEAs programs indicating total funding allocated • Applications available in the Grants Management System • **Potential community partner initial information meeting sponsored by ADE/ECE** • Interest Form completed and submitted to ADE/ECE from potential community partners • K Transition Activities (on-going) • *Community Partners - Submit required data to LEAs* • *LEAs – Submit required data to ADE*
Summer	**June** • K Transition Activities (on-going) • Maintain and utilize OPM data **(Teaching Strategies GOLD Checkpoint 3)** • LEAs completes grant application in the Grants Management System (deadline June 30) • LEAs receives potential community partner interest forms from ADE/ECE • LEAs scores interest forms using provided rubric; schedules site visits; proceeds with procurement process to select partners • *Community Partners - Submit required data to LEAs* • *LEAs – Submit required data to ADE*		

Appendix I: 45 Day Screening Sample

Pre-Kindergarten 45 Day Screening (Sample)

Name of Student		DOB	SAIS #
Date of Entry	Date of Screening	Teacher	School/Site

VISION

Yes	No	
☐	☐	Appears to see well up close
☐	☐	Appears to see well at a distance
☐	☐	Squints or turns head to see
☐	☐	Holds hand over one eye
☐	☐	Has trouble with eyes
☐	☐	Other:_____

COMMUNICATION

Yes	No	
☐	☐	Has speech that is difficult to understand
☐	☐	Does not talk in class
☐	☐	Often stutters
☐	☐	Has difficulty expressing ideas
☐	☐	Speaks too loudly
☐	☐	Speaks too softly
☐	☐	Uses three or more words in a sentence
☐	☐	Other:_____

MOTOR

Yes	No	
☐	☐	Can feed self
☐	☐	Can dress self with help
☐	☐	Problems with gross motor development (clumsy or awkward)
☐	☐	Problems with fine motor skills (reaching, grasping, manipulation of objects, picking up small objects)
☐	☐	Other:_____

HEARING

Yes	No	
☐	☐	Does not respond to name, directions, or questions in class
☐	☐	Frequently asks for information to be repeated or asks "What?"
☐	☐	Has significantly delayed language
☐	☐	Has frequent earaches
☐	☐	Seems not to pay attention
☐	☐	Difficulty telling where sounds and voices are coming from
☐	☐	Speaks too loudly or too softly
☐	☐	Other:_____

SOCIAL/BEHAVIORAL

Yes	No	
☐	☐	Repeated rocking or head banging
☐	☐	Frequent temper tantrums
☐	☐	Frequent hitting or biting
☐	☐	Easily frustrated
☐	☐	Difficulty completing tasks
☐	☐	Avoids social interaction with peers/adults
☐	☐	Difficulty sharing toys or materials
☐	☐	Difficulty following directions
☐	☐	Cannot remain seated to complete snack or meal
☐	☐	Cannot remain seated to have a book read
☐	☐	Other:_____

SENSORY

Yes	No	
☐	☐	Dislikes touches
☐	☐	Avoids contact with others
☐	☐	Frequently has hands in mouth
☐	☐	Seems overly sensitive to sound
☐	☐	Frequently makes loud noises
☐	☐	Fearful of activities involving moving through space
☐	☐	Poor safety awareness during climbing/movement activities
☐	☐	Frequent repetitive movements
☐	☐	Fearful of activities which challenge balance
☐	☐	Other:_____

ADAPTIVE DEVELOPMENT

Yes	No	
☐	☐	Poor self care skills related to personal hygiene, dress, maintaining personal belongings
☐	☐	Poor social skills related to working cooperatively with peers, social perceptions, response to social cues, or socially acceptable language
☐	☐	Poor ability to understand directions, communicate needs, and express ideas
☐	☐	Lack of school coping behaviors related to attention to learning tasks, organizational skills, questioning behavior, following directions, and monitoring time use
☐	☐	Other:_____

PRIMARY LANGUAGE INFORMATION

Language used most often by student:
_____

Primary home language of student:
_____

☐ **FURTHER SCREENING IS NEEDED**

☐ **NO CONCERNS AT THIS TIME**

Teacher Signature: _____   Date: _____

APPENDIX J: Lesson Plan Template

Rationale Statement: (What is your hook, why have you chosen this set of objectives/ unit/project?) Which children's interests have you noted that you are using to create your theme/project? Which instructional needs have you identified?):

Objectives:
- ○
- ○

State Standards:
- ○
- ○

Environmental Plan: Materials/activities you will **add** to learning centers to encourage curiosity, thinking, mathematics, language and vocabulary related to objectives, theme, and/or project.

Language/Literacy	Science	Manipulatives	Music/Movement
Dramatic Play	Computer/Technology	Outdoor Environment	Sand/Water
Blocks	Art	Special Needs Adaptations	ELL Adaptations

Teaching Responsibilities and Interactions: Activities that you as the teacher will plan and how you will facilitate receipt of the information for the student – group times, learning center activities, scaffolded learning opportunities. How will you interact with children during activities? What vocabulary will you use and in what context?

Essential Information (What is essential for the student to know related to your objectives? How will you embed the information into the environment and other learning opportunities?

Vocabulary/What I will do:

Numeracy Skills/What I will do:

Small Groups: (How will you engage children in small group activities to occur during choice time? What language strategies will you use during groups, and how will you encourage conversation between children and adults?)

Modeling: (How will you demonstrate the skill/competence? What other students have the skill that can assist?)

Assessment: (Criteria by which the student's progress will be evaluated, how will you know the student met the objectives?)

Eliciting Responses (What questions will you ask students during play and group activities? What activities will you set up to obtain a behavioral response?)

*Checking for Understanding (*Strategies to determine if students understand the information presented, observations/behaviors for which you will be watching, strategies/questions for eliciting responses)

Closure: (Reviewing and clarifying the key points, summary activity, how and when will you wrap your day's or week's activities?)

Family Involvement: (How will you actively engage families in the learning process?)

To Do List: (What materials do you need to gather? What resources do you need to locate? What do you need to prepare in advance?)

Reflection: (What worked, what didn't?)

Environment/Materials (What materials/activities were too difficult? Too easy? What help children's interests and engaged them, what didn't? Did you have enough materials of interest throughout the classroom, or did all the children congregate around one activity?)

Lesson (How well did the plan work, was enough planned? Too much? Did children maintain interest or go in other directions? What will you do the same if you repeat this? What will you do differently the next time?)

Appendix K: Resources for Hearing and Vision Screenings

Early identification of children with special needs ensures that young children receive the services and supports necessary to maximize their opportunities for healthy development and learning. All children participating in a FTF Pre-Kindergarten Scholarship Grant classroom will receive a hearing and vision screening within the first 45 calendar days of the first day of attendance in the program. Hearing and vision screenings must be conducted by those who have been trained to administer the screening instrument.

Training & Equipment

Equipment Loan Program
www.azdhs.gov/phs/owch/sensory.htm
(602) 364-1400

T3 Training Information
http://ag.arizona.edu/maricopa/t3/about.php
(602) 827-8200 Ext. 353

HEAR for Kids
http://earfoundationaz.com
(602) 690-3975

General Information

Arizona Literacy and Learning Center
http://azlit.org
(602) 212-1089

AZ Vision and Hearing – Screening for Success
www.azvisionandhearing.com
(480) 227-6935

Community Health Centers
www.aachc.org
(602) 253-0090

Community Wellness and Safety of Arizona
http://communitywellnessofaz.com
(480) 325-6459 Ext. 105

Head Start/Early Head Start
http://azheadstart.org
(480) 557-9607

Indian Health Centers
www.ihs.gov
(602) 364-5039

Pediatric Audiologists
http://aznewborn.com
(602) 364-1409

School Districts: Find-A-School Database
www.ade.az.gov
(602) 364-1530

School-Based Health Clinics
www.azsbhc.org/locations.php
(602) 263-8002

University Hearing Clinics
Arizona State University
http://shs.asu.edu/clinic-h
(480) 965-2373

Northern Arizona University
http://csd.nau.edu/clinic/index.php
(928) 523-2969

University of Arizona
http://slhs.arizona.edu/services/hearing-clinic-children
(520) 621-1644

Arizona Department of Education